JAN 9 1929

Art in Education

Journal of EDUCATION

BOSTON, MASS.
Vol. CIX, No. 1

January 7, 1929

TEN CENTS A COPY
BY THE YEAR, $3.00

Special Features of

The Strayer-Upton Arithmetics

STEP by step gradation with only one thing at a time.

ARITHMETIC skills developed by abundant, varied drills and right habits fixed by repetition.

PROBLEMS true to modern, everyday life and business practice.

LONG division robbed of its difficulties by a NEW METHOD OF TEACHING.

SCIENTIFICALLY prepared Improvement Tests.

CHECKING and verifying of results required on almost every page.

The authors are
Professor Strayer and Professor Upton, both
of Columbia University

Published in two, three, and six-book editions

AMERICAN BOOK COMPANY

New York Cincinnati Chicago Boston Atlanta

PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

Announcing

The LAIDLAW READERS

A COMPLETE SET OF BASAL READERS

Primer Through Book Eight

M. MADILENE VEVERKA, Head Supervisor Kindergarten - Primary Department, Los Angeles, one of the authors, has contributed much to these books which are based upon an outgrowth of the content and method of The New Barnes Readers.

Among the many developments resulting from this revision, the following five points are indicative:

1. A small Primer vocabulary.
2. Extremely simple sentence structure.
3. Home life is the central thought of the early pages of the Primer.
4. Extremely rich response material on various levels of difficulty to take care of individual pupil differences.
5. Decorative end sheets serve as a key to practically every noun in the Primer —a child's dictionary.

Write for Further Information

LAIDLAW BROTHERS

2001 Calumet Ave., Chicago — 36 West 24th St., New York

Individual workbook in civics

DIRECTED CIVICS STUDY

By J. WESLEY FOOTE

A student's workbook in civics for grade 7, 8, or 9, planned for use with any basal textbook. It closely relates the learning of facts from textbooks to the student's actual opportunities for observation, investigation, and analysis in his own community. Study directions, diagrams, space for current events clippings and the student's own notes, and other devices guide the student to better habits of study and to more resourceful thinking. The material is divided into study units. It makes practical for every school the individual work characteristic of best classroom practices.

Send for further information

WORLD BOOK COMPANY

Home Office: Yonkers-on-Hudson, New York

14 Beacon Street, Boston — 2126 Prairie Avenue, Chicago

Also Atlanta, Dallas, San Francisco, Portland and Manila

Nida Science Readers

BOOKS I-VI

I. OUR PETS — *II. TRAILING OUR ANIMAL FRIENDS*

III. BABY ANIMAL ZOO — *IV. ANIMAL LIFE*

V. MAKERS OF PROGRESS — *VI. EARLY MEN OF SCIENCE*

THE romance of fiction with the added value of fact and the wonder of fairy tales with the added value of truth.

THE Nida Science Readers have gone far in solving the problem of introducing a preparatory study of science into the grades.

THE scientific age in which we live requires that fiction be well balanced with material that will help children to understand actual life about them.

D. C. HEATH AND COMPANY

Boston New York Chicago Atlanta

Dallas San Francisco London

JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR JANUARY 7, 1929

EDITORIALS:—
Educational Politics 3
A Southern Achievement 4
Cost of Education 4

BELDING'S PAGE 5

ART IN EDUCATION 6
By Gerrit A. Beneker

STUDENT SELF-ACTIVITIES IN A SMALL HIGH SCHOOL 7
By Don L. Essex

PEOPLE I WOULD LIKE TO BITE 9
By Arthur Dean

HOW TO FIND OUT WHAT A TEACHER KNOWS 10
By A. W. Burr

THE HARVARD SCHOLARSHIPS IN FRANCE 11
By Edna Hayes Frost

EDUCATION PAYS CASH 14

DEANS OF WOMEN AND GIRLS 15

BEGIN A YEAR TODAY 15
By Amos R. Wells

SCHOOL PROBLEMS 16

PERSONAL AND PROFESSIONAL 17

CHARACTER CHATS 18
By Joseph B. Egan
The Golden Ball—I 18
The Golden Ball—II 18
Dragging our Feet 18
Our Friend, the Dog 18
The Golden Diary 19

EDUCATION IN ACTION 20

TREND OF THE TIMES 22

THE BOOK TABLE 23

GRINS BETWEEN GRINDS 25

JOURNAL MAIL BAG 26

HEALTH A NECESSITY 27
By Georgie B. Collins

Founded in 1875. Published Weekly (except August) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Massachusetts, as Second Class Matter.

EDITORIALS

Educational Politics

SINCE the national election a group of important educators have urged President Coolidge to prevent any political influence to play a part in the selection of the United States Commissioner of Education. This is eminently wise as a professional suggestion.

There is no possible danger of the appointment being of political value now. It might theoretically have been a political asset in September or early October, when it looked to some politicians as though it was to be a close vote on November 6.

We have been associated with educational affairs through all of the Commissionships from 1869 to 1928, and political politics have played slight part in the appointment of any commissioner. Only once was there any real party political influence in the choice of a commissioner. That was in the choice by President Cleveland in his first term. It was not easy for the President to make Southern appointments that were wise, and some had to be made, and the choice of a Commissioner of Education was one of the safe guesses of President Cleveland's advisers. That was the only instance of party politics playing any vital part.

The selection of Henry Barnard was purely educational, and the discontinuance of Dr. Barnard was because he was not as good an educational salesman as he was a statesman.

General John Eaton's appointment was eminently fitting in every way.

The experience of Dr. William T. Harris is the most interesting of anything we have known in American politics. In 1887-8 he was rather violent in his opposition to the election of President Harrison, writing a series of signed articles against the Republican platform and in favor of the re-election of President Cleveland. Although both of the Massachusetts senators at first bitterly opposed the appointment of Dr. Harris he was appointed.

Four years later he was an ardent champion of the re-election of President Harrison, writing a series of articles urging his re-election. Nevertheless President Cleveland's administration retained him proudly, as did President McKinley.

When Dr. Harris retired President Roosevelt appointed Dr. Elmer Ellsworth Brown of the

University of California on purely personal grounds which were professional and not political.

The choice of Dr. P. P. Claxton of the University of Tennessee was probably due to the fact that he was of Democratic antecedents and was acceptable to the South, but Dr. Claxton was the first real Southern educator who was genuinely and nobly national. He was more acceptable to Massachusetts and Illinois than any school man of the North would have been.

Elucational politics negatively, and not party politics primarily, determined the selection of Dr. Claxton's successor. It was what Dr. Tigert was not, rather than where he was or what he was politically that was responsible for his selection. It is a story that should never be told and never will be, for it would be impossible to do justice to any one involved in that most unfortunate snarl.

Once only in sixty years has party politics played a vital part in the choice of a United States Commissioner of Education. Educational politics are more dangerous than party politics in the choice of a United States Commissioner of Education at any time.

A Southern Achievement

IN THE final triumph of the South there will be a satisfactory adjustment of the race problem. There is one vista of a vision of the solution of this inherited problem.

In some states there are already more convictions of white criminals than colored.

It is claimed by intelligent Southern people that the upper third of the colored race are more desirable citizens than the lower third of the white race.

One thing is certain. No one is accepted as respectable simply because he is white, and no one is not respectable simply because he is colored. No one has financial credit simply because he is white, and no one is refused financial credit simply because he is colored.

The color line does not establish respectability or prosperity.

Adequate educational opportunities are provided for colored children and youth, and adapted to their advantage. Since 1920 there has been a famous advance in public appreciation of responsibility for the education of colored youth and adults. This promises to remove utterly any excuse for mischievous prejudice throughout the North. It signifies a wholesome willingness to leave the race problem to the South without meddling or criticism elsewhere in the country.

The Council of Administrative Women in Education will hold two sessions during the meeting of the Department of Superintendence, Cleveland:—

1. Dinner Program—Monday evening, February 25, at 5.30, Hotel Statler, the ballroom; President Caroline S. Woodruff, toastmaster. Speakers, Miss Mabel Bragg, assistant superintendent, Newton, Mass.; Miss Eva Pinkston, president of Elementary School Principals; Miss Katherine Blake, Miss Kate Wofford, superintendent, Laurens County, South Carolina; Dr. Henry Turner Bailey, director, Cleveland Art Museum; Dr. Uel Lamkin, president, National Education Association; Dr. Frank D. Boynton, president, Department of Superintendence; Dr. Charl O. Williams, legislative secretary of N. E. A.; and others.

2. Wednesday Afternoon Program—In the Statler Hotel at 2 o'clock. Speakers, Miss Emily Griffith, principal, Opportunity School, Denver, Colorado; Professor Patty Smith Hill, Teachers College, Columbia University, and Miss Martha Berry (invited), director, Berry School, Rome, Georgia.

This will be followed by the annual business meeting.

The George Howland Club of Chicago, forty-six strong, went to Peoria recently to meet with educational leaders there. That is high professional devotion.

Cost of Education

THE cost of maintaining a pupil in public school is more than two and a half times as great today as it was fifteen years ago, according to figures compiled by the Bureau of Education. In 1913 the cost of schools, divided by the number of pupils actually attending, showed that $38.31 annually should be chalked up against each of them. In 1916 the figure had grown to $49.12, in 1920 to $64.16, in 1925 to $98.45, while the latest figure available shows an expenditure per student of $102.05.

The expenditures for public schools have almost doubled since 1920. Annual expenditures for grounds, buildings, and contents increased rapidly from 1920 to 1925, when they reached $433,000,000. The year following there was a decrease of $22,000,000 spent for these purposes, which was taken as an indication that construction had overtaken the shortage caused by the war.

The Bureau of Education believes that the increase in school expenditures may be charged up to two main accounts—decreased purchasing power of the dollar, and the improved school facilities.

One city with 1,400 teachers has an unwritten law that three-fourths of the teachers shall be of the city or its section of the state, and that one-fourth shall be from other states, and really from other sections of the country.

Belding's Page

ANOTHER HARKNESS GIFT

A GIFT of $3,000,000 to Harvard University from Edward S. Harkness, New York multi-millionaire, makes possible an important experiment. The idea of Mr. Harkness, which happens to coincide with views long held by President A. Lawrence Lowell, is to set up a college within a college, perhaps eventually a number of colleges within the same university.

In its general outline the plan is similar to that long known in English universities. In the working out of details there will doubtless be many departures and modifications. What has grown up in England is not necessarily capable of bodily transplanting in another soil. Seen in its proper setting, the English arrangement of colleges, each constituting a distinct unit within the university, has obvious attractions. Its actual value under modern conditions in a new-world environment remains to be demonstrated as Harvard alone can do it.

Yale is believed to have rejected an offer from Mr. Harkness, similar to the offer which he subsequently made to Harvard, meeting with a better response. Yale cannot feel slighted by the decision of this wealthy Yale alumnus to do something big for Harvard. Harkness money has given Yale one of the most beautiful clusters of college buildings to be found anywhere in America. Harkness money lured Professor George P. Baker, professor of dramatic literature, away from his famous "47 workshop" at Harvard to become head of a larger department with larger facilities at Yale. So the gift to Harvard is, in one sense, compensatory.

The important thing, however, is that Harvard accepts and will undertake the beginnings of what may become a complete reorganization, the purpose of which would be to gain some of the advantages claimed for the smaller colleges while retaining the features which only a university can possess.

The Harvard experiment will be one of the most significant of the present century. Harvard is to be congratulated not only upon its opportunity but upon its readiness to perceive and welcome it.

ALL-AMERICA ELEVENS

AN EXPERIENCED football coach declares it is impossible to pick an "All America" football team and be sure it contains the best players. It may have been possible once, he says, when football was comparatively new, and Harvard, Yale and Princeton could be depended upon to develop the best football and the most efficient players.

Today the field from which to select an "All America" team is too vast for any authority to be familiar with all the outstanding players. Besides, it is difficult for a coach to determine who are the best men on his own eleven alone.

Yes, we should have no "All Americas." But these will persist in spite of logic. Selection of these titanic aggregations has become a major sport in itself. A sports writer who can't name his batch of nation-beating heroes of the pigskin just doesn't rate at all.

Meanwhile the faculties of schools and colleges seek to capitalize the real values of football and to keep it from getting entirely in the hands of off-campus enthusiasts and patrons.

TALEBEARERS

THE majority of parents must have more sense than they are given credit for. Think, for example, of the enormous barrage of stories with which parental ears are bombarded by their children—stories about happenings in school, or stories colored by juvenile imaginations and sometimes doctored to produce desired effects. If parents believed one half the damaging tales brought home by Tom and Annie, the schools would be in hot water all the time.

Suppose Tom brings home a low mark in effort on his report card. Somebody besides Tom must bear the blame. Who shall it be? Nine times out of ten it will be the teacher. And Tom's nimble wit will put up extremely plausible yarns to prove his point. And it's much the same with Annie, Susan, and the rest.

How much to discount the testimony of youthful witnesses must be a constant puzzle to fathers and mothers. Experience has taught many of them that there is another side to every story and that the other side, when heard, is apt to spoil the side which has been first presented.

Strong testimony to the common sense of parents and the generally discreet behavior of leaders and principals is contained in the fact that the prodigious tattling seldom results in serious damage to the school or its reputation. The schools have built for themselves a solid foundation of public confidence. They would be foolish to let this become weakened by the shirking of responsibilities or the neglect of professional effort. Keep the parental confidence tattle-proof.

Anson W. Belding

Associate Editor

Art in Education

By GERRIT A. BENEKER
Winchester, Mass.

Socrates—"Have the arts, severally, any other interest to pursue than their own highest perfection?"
Thrasymachus—"What does your question mean?"
—From Plato's Republic.

EVER since Socrates, and no doubt long before him, we have had this age-old controversy before us, whether it should be "Art for Art's Sake" or "Art for Humanity's Sake."

Surely the ancient Greek must have known of the more ancient Chinese proverb, "One picture is worth ten thousand words."

With all primitive peoples art has always been a means of communication and understanding, to say nothing of inspiration. Many among us today are less intelligent in our civilization than are the primitive Esquimos and natives of Uganda in theirs; almost every explorer will confirm this. Why? Because primitive man is so close to Nature every moment of his wakeful hours and we, in our civilization of speed, size, and quantity, surrounded by such a multiplicity of *things* that we know not which way to turn, have strayed far from the source of all real knowledge—Nature.

Men of science have dug deeply into Mother Earth, right down to the infinitesimal, to the electron, and can go no further. Science takes the whole article and separates it into infinitesimal parts; science is analytical. Art takes all parts and combines them in a natural way into a beautiful whole; art is synthetic, building into the infinite.

But we of today find ourselves living in an age when science has run away with the job of life—with the art of living. Every since 1776, which date every school boy knows as the year of birth of our nation, science has progressed at the rate of multiplication while art has attempted to keep pace at the rate of addition. The great political event was accompanied that same year by a significant economic event—Adam Smith's "Inquiry Into the Wealth of Nations," and the great scientific event of that same year was when man learned how to bore cylinders capable of holding compression—as pointed out by Arthur Pound in his book, "The Iron Man of Industry."

Ever since, we have "cut melons," as it were, by the leaping advances of scientific knowledge, but these melons were often very bitter and sour—so sour, in fact, that the nations of the earth went to war with each other to acquire more and better patches where melons would grow. The reasons for this world-wide catastrophe are obviously many, but not the least is because we poor humans have not mastered the art of applying the findings of science to the well-being of mankind.

If the greatest art of all is the *art of living*, then surely it lies within the realm of the fine arts to point, or better still, to *suggest*, the way to live.

We are constantly told, within the profession, and outside it, that art should not teach, should not preach, and that art has nothing to do with morality. Any form of art which does teach or preach in an obvious way is very apt to be a poorer form of art, but all art teaches and preaches, either for good or for bad, subconsiously—and the subconscious influences and often directs our consciousness in thought, word and in our actions.

Most of us in the profession are but mere craftsmen, but all artists know that we may influence people through our works of art. Shakespeare knew it when he made Hamlet to say: "The play's the thing wherein I'll catch the conscience of the king."

Michael Angelo knew it when he produced his "The Creation of Man." Rodin knew it when he sculpted his "Hand of God." Velasquez knew it when he painted his "Forge of Vulcan." So among us who paint, sculpt, and write, today, there are a few—too few, indeed—who realize that our work, the divine spark which the Creator has put within us, may move people either for good or for bad, accordingly as we suggest to them through our several kinds of expressions of art.

If education has anything to do with leading nations to war with each other, then education may also lead man to live in harmony with his neighbor. The greatest thinker America has produced, so far, Emerson, said in his "Essay on Art": "There is higher use for art than the arts; nothing less than the *creation* of Man and Nature is its end."

A voice crying in the wilderness of Europe—R. N. Coudenhove-Kalergie, who is trying to bring about a United States of Europe, said: "The mission of art in this new era will be political and pedagogical in the loftiest meaning of those words. Its function will be not to please and to entertain, but to mould mankind in a new image."

Because most "artists" are only technical craftsmen, some of us are creating man in very strange forms not understandable to the people outside of the profession. Likewise, our great colleges are sending young men forth into the world of business, industry, and finance, with only a technical training as tools to work with.

It has been too long a system of teaching art, science, history, philosophy, and religion, as ends in themselves. It has been "Art for Art's Sake," and "Business is Business." Science is bound up

in pure science and religion is a thousand and one things instead of a consciousness of our Creator and His purpose.

THE CURE

If the system which led to world-wide war was wrong then let us see what may be done in creating a new system which will lead to a realization of the teaching of The Carpenter: "That ye love one another."

Nearly every art school of any importance is conducted alone, by itself, away from other fields of education. "Artists" know little, if anything, about economics, sociology, philosophy, psychology, history, or of comparative religion. Likewise our other major institutions of learning teach, if at all, a dead history of art and perhaps a little drawing or painting, and as an end in itself.

The art school of the future will be on the college campus and that young person who intends to become a professional painter, sculptor, dramatist, or literateur, should be made to study his technical job five mornings per week, and his afternoons should be devoted to the study of economics, sociology, and those other subjects which lead toward an M.A. degree. (Not that there is any virtue in the degree itself.)

After four or five years of such habits the student should begin to obtain some idea of what he is going to say to the world through his medium and talent. But he won't find out what he is to say to his fellow men until he spends some time, perhaps six weeks of his summer vacation, working with his hands at some monotonous task beside many other men in shop, mill, or on the broad western farms.

How can we teachers, preachers, artists, know what to say through our mediums until we know how man thinks, how he feels, and how he acts, and why? And the only way we may find out is by going to work with him; living with him.

Likewise, every young man who is to take his place in industry, finance, or in business, should know what it means to create a picture, a play, a poem, a song, a symphony, a novel, or short story. One cannot put down a single line in drawing and have it mean anything until he places other lines in relation to it. The same is true in terms of colors, words, and sounds. Even three or four hours per week in some field of art would broaden the vision, develop the senses, and give man a sense of the relative values of individual work of the world, to say nothing of helping him to a consciousness of the universe and the Creator.

But this new system must be available to every boy and girl if our citizens of tomorrow are to manage life better than we and our ancestors have managed affairs up to the present.

Such a start has been made, and I hope to say something about it another article, for as the idea grows, just so shall we look forward toward a brighter future—to the life not alone abundant in things, but what is more important, abundant in character.

Student Self-Activities in a Small High School

By DON L. ESSEX

Formerly Superintendent, Daleville, Indiana

THE purpose in writing this article is to relate how student self-activities have been encouraged in the Daleville, Indiana, High School. The philosophy underlying these activities will not be discussed, since much that probably is available to the reader has already been written on the subject.

The Daleville High School is located in a rural community of 2,500 population. It consists of grades 7-12, and has an enrollment of about 200 students.

STUDENT COUNCIL

In the spring semester of the year 1924-1925 student participation in school government was introduced through the organization of a Student Council. The council, now in the fifth year of its existence, consists of twelve members, three elected from the senior class, three from the junior class, two each from the sophomore and freshman classes and one each from the seventh and eighth grades. The members are elected in September, and serve during the school year unless disqualified. When chosen they must have a passing grade in all subjects carried and must have a citizenship grade of ninety or better. Failure of a member to live up to these standards during his term automatically disqualifies him. A new member must then be chosen.

The constitution, written by the first Council organized, declares that the functions of the Council are to advise with the faculty and students and "to do those things that will make the Daleville High School a better school." The Council is an advisory body only. It is recognized by all connected with the school that final authority rests with the faculty.

The first year the Council did little more than "find itself" and develop means of usefulness. It

was an exploratory period. It was realized that both students and patrons would resent any sudden assumption of power by a student organization. However, what might be called a "Council consciousness," or perhaps a "Council conscience," was developed. This is exemplified by an action of the Council suspending two of its members, who were on the basket-ball team, for three weeks for breaking training rules. It was a serious business, this being a Council member.

During the years following the year of organization the Council has gradually widened the scope of its activities and taken on more power. For the past two years it has assumed charge of the study hall during most of each day. The selection of the periods during which the Council should be in control, and of the students to be directly responsible, has been a matter of cooperation between the Council and the principal of the high school.

Other accomplishments of the council are illustrated by the following list of activities, performed at various times during the last three years:—

Investigated cases of delinquency and theft and made recommendations to the principal that in two cases resulted in juvenile court action.

Sat as a court on cases of flagrant abuse of school privileges.

Drew up and aided in enforcing rules for:—
Study hall conduct.
Use of library.
Student social affairs.

Decorated study hall for festive occasions.

Assumed responsibility for chapel program.

Aided in establishing "hobby" period.

This is indicative only. A comprehensive list would require several pages.

CONCLUSION

A chart of the progress made by the Daleville High School in its attempt at student participation in school government would not be a straight line. It would be very irregular. Success has been far from 100 per cent. Many reverses have been suffered. In the early stages those in authority were frequently tempted to abandon the plan. Usually encouragement to continue, sometimes direct, sometimes indirect, came from the students themselves.

It is dangerous to give an opinion for others. Yet I feel sure that the thinking people who now know the Daleville school believe that student participation in school government not only is worth while—in spite of its imperfections—but believe that it is the greatest single factor in the school for developing citizenship.

HOBBY STUDENTS

In the Daleville High School hobby students have taken the place of honor students. The difference is not merely a matter of name only, as the following discussion will disclose.

The faculty and the Council felt that the stronger students of the school, those whose names usually appeared on the honor roll, should be given an opportunity to do the things they were most interested in—to pursue their hobbies. Consequently, the practice was established permitting those students who had an average of 90 or better, with no grade below 85, in all subjects carried, and a citizenship grade of 90, to do anything they desired during three periods each week. It was specified that the thing done must be something worth while.

In operation the use of the hobby period varied according to individual interest. Many were interested in music appreciation and spent much time playing the Victrola. Others were busy in the art room. Some who contemplated becoming teachers visited the teachers of the elementary grades and frequently helped them with their work. Those who expected to participate in public speaking and dramatic events spent their hobby periods in the auditorium. Many of the boys worked in the shop.

The result of this practice, while not magical, was encouraging. Many students who before had made little or no attempt to obtain high grades began to work harder. Many parents took a deep interest in having their children become hobby students, and consequently became more interested in the school. The question of discipline for the brighter students was partly solved. More interest in school was taken by those who had special ability and likes. Some pupils attained a certain amount of proficiency in those activities which had a vocational interest for them.

It may be argued that this meant little for the weaker students. That is true. But to refuse opportunities for *some* merely because *all* can not take advantage of those opportunities seems unwise and undemocratic.

The easy down-hill job leads to the depths; the hard up-hill job leads to the heights. Therefore, make severe demands on yourself.

—Charles F. Thwing.

People I Would Like to Bite

By ARTHUR DEAN

Now that Christmas is passed I want to get in one more good piece of work while 1929 is still young. I am making up a list of folks I am going to bite. At first I thought I'd be real swell and have a blacklist like the—but no, there seems to be something wrong with that.

But when the time comes, I'll bite instead. So here's a tentative list of my proposed victims.

Right off the bat I'd get that lugubrious old kill-joy who trots around with the doctrine that youth is going to the dogs, that it will never amount to a thing and all that sort of hay wire He had first place on the blacklist I abolished, so now he gets my first bite.

Then kill-joy's first cousin, that individual who's always looking backward, never forward, never wants any new ideas and never likes a new way of doing things. He isn't of much help in teaching school or running children's institutions, or carrying on the job of being a parent. A good bite ought to help him gain children's confidence through understanding child psychology.

And next? Hum-m. Stand back. Stop shoving. I take them in order and bite as quickly as I can. Ah, there's a good bite for me! That careless motorist, whom I have seen racing past schools and children's playgrounds. My, but he was tough meat!

Next, that fellow who deals with his hired boy without a sense of humor. Now for that cynic who preaches disillusionment. O boy! He tasted good.

Ah, the teacher who doesn't like teaching and doesn't like children. Only uses her job for a convenient meal ticket. Ugh!

Parents! Specially fine morsels. First, I'll bite those who won't make friends with their children, never answer their questions and never provide them with wholesome interests. Next, the father who won't let his daughter entertain her boy friend at home, and forces her to meet him deceitfully on the dark side of the street.

A nice morsel next. The parent who indulges his youngster with too much spending money instead of letting him earn a little of it. I see over there a tough piece of meat—the parent who inflicts a certain career on his son or daughter when he or she craves to do anything else but that.

And finally the biggest and best bite for that policeman over yonder who is just about to shoot me. This summer I saw him chase kids away from the knotholes just at the moment when the score was tied and the bases full. Now that WAS a bite!

I feel better. Now that we've disposed of people dangerous to human society, this New Year of 1929 is going to start right.

Copyright.

How to Find Out What a Teacher Knows

By A. W. BURR
Beloit College

THERE are two common mistaken ideas in our educational thinking and practice; that the book tells all that the class needs to know about a subject, that a teacher is for finding what a class knows about a book.

If class teaching is a teacher and a class, each finding what the other knows about a lesson, and both knowing more in the finding, then what and how the class learns from the teacher is a necessary part of all class teaching. Yet our study of teaching methods and their use have centred about finding what each pupil knows about a book lesson. A class is a teacher asking questions and a pupil reciting book-learned answers. Where is there any discussion of the ways a class may know what the teacher knows? If pupils could write books on ways of learning and on teaching methods, I am sure there would be a chapter on "How a Class May Get at the Teacher's Knowledge of What He Teaches."

May I outline such a chapter as I think they would write it?

1. We may find what our teacher knows by the way he assigns our lessons; their worth to him by the care and clearness of the assignment; their difficulty by the suggestion he gives and the points he emphasizes; their interest to him by the queries he raises as to statements and practical uses.

If he is uncertain as to how much, gives out our lessons only by the number of pages or problems, has no points of interest to notice, he knows little more than ourselves until he has learned his lessons as we do.

2. Our teacher's questions will give us a good idea of what he knows. He has to tell us something, give us "cue words" or "thoughts," call for "pictures" or "uses" for us to know what to tell him. If his questions are all "cue words" from the book lesson, he knows only what the book says. If they are mostly on little matters of fact, he has little sense of values, only a shallow acquaintance with what he teaches.

If his questions are clear, go to the main points, are searching, call for more than the book gives, then he is a master in his subject and wants us to know what he knows.

3. We may find out pretty surely what our teacher knows, whether he is a make-believe teacher or not, by the answers he accepts. If now and then he passes over a wrong answer, especially if from one of the best of us, then it is evident that he does not know the lesson. If he does nothing with a vague, hazy statement of ours, his ideas are probably as indefinite and foggy as our own.

If he insists that we clear up statements, that tells what he knows. It will always pay to watch what he accepts, for then he is silently reciting to us, saying: "That is so."

4. A more evident way of our finding what our teacher knows is to ask him questions ourselves. This way is too little used. Somehow teachers and we have the idea that it is the teacher's place to question and ours to answer. But the teachers question us to find what we know. Why may we not question to know what they know? If we do not question our teachers, they have an unfair advantage over us, for they can ask us only for what they know themselves. They would be better teachers to have our experience of being sometimes asked for what they do not know. If they fear to give us the privilege, it is plain that they do not want their lack of knowledge found out, do not want us to test them as they try to test us.

The teacher who says at the beginning of the class period: "Are there any questions on this lesson?" is likely to be a good source of knowledge. The teacher who makes it our part sometimes to prepare questions on our lesson instead of answers makes us his comrades in the pursuit of learning. We shall learn much with him.

5. Our teachers think that we can find what they know by what they tell us, and they will lecture to us and explain and explain. We can't go back and think over what they say when they talk to us, and some of us will be slow in taking in what is new and strange. Then, their talking helps most the smartest of us who least need their help.

The teacher will explain before we study and we do not understand, because we have to know something to understand with. Nor do they know that their terms are unfamiliar to us, that their difficulties are not ours. An explanation by one of ourselves will often be more helpful. Moreover the brightest of us will get the lesson by the explanation and will not study the lesson. Unless we both study and hear, all that our teachers know and say will do the most of us little good.

6. Shall we expect our teachers to ask questions of which they do not know the answers at the time? Why not? If he and we are in a classroom to find more to know, and not merely to find out what each other knows, he may ask such questions as well as we, that we may start with him in finding the answer. Any confession that he does not know does not lessen his knowledge, nor his worth as our teacher. It adds to it, for the teacher who sometimes admits that he does not know gives us the best proof that what he tells he knows.

The Harvard Scholarships in France

By EDNA HAYES FROST

ENGLAND and France have, for a long time, had an exchange system in regard to teachers, but it is only since 1921 that, through the efforts of Professor Louis J. A. Mercier of Harvard, the Harvard Graduate School of Education has been able to place three young women yearly in various schools of France. They have gone, among other places, to Tours, Rheims, Beauvais, Angers, Orléans, Blois, and Poitiers, where they have acted as assistants in English to the French women who are the real *Professeurs* of English in the Normal Schools and *Lycees*.

Whereas a considerable number of the appointees have been Radcliffe graduates, other colleges also have been represented, such as Wellesley, Smith, George Washington University, and the University of Wisconsin. Some of these teacher candidates learned of the opportunity while taking work in French at the Harvard Summer School. Their qualifications were passed upon by a committee which considered, besides linguistic training and ability, other desirable characteristics. It was my privilege to be one of the three sent in 1926. I went to the Normal School for Girls at Orleans on the Loire, a city almost as old as the Christian Era, and one enriched with its memories of Joan of Arc.

There is no pay connected with the position of *repetitrice d'anglais* in France, but the French government very generously gives board and room in return for extremely light duties. Doubtless most of these exchange teachers count on at least five hundred dollars as necessary for the fare going and coming (the French Line makes a substantial reduction for them as for certain other students), and for such extras as traveling in Europe and making desired purchases.

The schoolmasters and schoolmistresses of France are trained at separate Normal Schools, of which there are several score for each, scattered throughout the country. The *Lycees* for boys and girls are also separate, and are found in all towns of any size or importance. These are somewhat in the nature of private schools, inasmuch as tuition is charged. They have a six-year plan of studies which lead to courses at technical schools or universities. Then there are the *Ecoles Superieures*, which lead to work in Normal Schools or to government positions.

The Normal Schools are financed entirely by the French Government. Since the girls do not pay for board, lodging or tuition, in return they must teach at least ten years, receiving, of course, the current wage, or else make reimbursement to the state. Most of them continue to teach even after marriage, and unless illness prevents, until they are pensioned off. The attempt is made to train, as nearly as possible, the exact number necessary to fill vacancies in the system of primary education in which they are to take their places. Most of them receive teaching appointments in country towns.

Education of the masses cannot be attempted in France as is done here. It must be shaped with a view to the needs of the individual, according to his station in life. However, if a child of a poor family shows unusual ability, and the parents, by the strictest economy, cannot afford to send him to the *Lycee*, it frequently happens that some outsider will interest himself in planning ways and means to provide such education, in order that real talent shall not be lost for want of opportunity.

When my companions and I arrived in Paris we were told at the *Musee Pedagogique* that we would have no organized classes, simply informal groups of probably not more than six pupils at a time to interest in conversation during walks at noon or during the recreation time given to the girls in the evening. This plan has been used in a few of the schools which have received appointees from the Harvard Graduate School of Education, but the records show that in most of them from two to five hours a week were also allotted to the assistant during the regular school sessions. The *Professeur* of English might indicate textbook work to be taken up during these periods or she might ask the *repetitrice* to interest the pupils in American history, customs and institutions.

There were sixty-eight pupils in the Normal School at Orléans. As these girls are chosen by competitive examinations they form a selected group. Almost all of them lived at the school, and their whole day was arranged according to schedule, with a certain amount of housework to be done by each one, dusting, sweeping, waxing of floors and wiping of dishes. These duties are combined with a full scholastic program, perhaps half a dozen subjects besides practice teaching and some extras, music, drawing, cooking, sewing, and gardening.

The girls were slightly older than high school age, and the atmosphere was noticeably different from that of an American school, inasmuch as there was much less rush and hurry; no plays and few programs were prepared on short notice, but there was always time for what seemed a multitude of preparations. This necessitated, of course, long study periods, one in the afternoon and one in the early evening, from five till half-past seven. The pupils had an hour and a half at noon for

recreation, and no studying after supper. They retired early.

All teachers of English realize what problems confront them in this, an English-speaking country, those concerning bad speech habits, faults of composition, and lack of literary appreciation. But it may require a stretch of the imagination for them to understand the conditions confronting one who attempts to teach this subject in France, where, unless the direct method is used with the most satisfactory of modifications, much of the English expression is the result of the corresponding thought in French.

As the girls of the Normal School will not be required to teach English their main efforts are expended on their regular courses in which they must not fail. This makes it a cultural pursuit, with the result that only those who are really gifted in it or like it extremely well go very far. There were in the two upper classes at Orléans an appreciable number who found the poetry of Longfellow, Tennyson, Scott, and Thomas Moore quite to their taste; and in proportion, a similar number of first-year pupils who could develop such appreciation. Those more advanced learned "Curfew," "The Rainy Day," "The Village Blacksmith," "The Arrow and the Song," "The Beggar Maid," and "Hunting Song," and they recited these poems with evident pleasure. We sang English and American songs in all three classes, "The Last Rose of Summer," "The Blue Bells of Scotland," "Annie Laurie," "Old Black Joe," and "Home, Sweet Home." Sometimes I gave them orally the English version of various of their fairy stories (I had always thought them ours), "Little Red Riding Hood," "Cinderella," and "Puss in Boots." Perfect acquaintance with the original version of these tales of Perrault, seventeenth century *farceur* and one time student at the University of Orléans, gave those pupils who would have had difficulty in understanding unfamiliar material a chance to follow the story. For in each class existed a difficult situation inasmuch as some of the girls were much more advanced than others, due, probably, more to variations in previous opportunity than to those in aptitudes.

For more substantial work a text with short prose selections and poems was provided for the first-year class, a story by Ouida, called "A Leaf in the Storm," for the second form, and fairly difficult selections from Goldsmith, Scott, Eliot, Dickens, Shaw, and Kipling for the third-year girls. For this reading all-English dictionaries were provided as being the only ones consistent with the Direct Method. Whatever difficulties resulted were more than compensated for by the fact that the excellent *Professeur* of English, who had studied at Oxford, succeeded in making the subject a living entity for a great many of her pupils, so that they always seemed to consider it a language to be spoken instead of one merely to be translated.

I felt that these pupils had an excellent English pronunciation, good vowel and diphthong sounds and noticeable success with the pronunciation of *h* and *th*. This was apparent not only in the classroom but also during our noonday walks, which were intended to combine beneficial physical exercise with linguistic endeavor. As I walked with only two girls at a time it was possible to ask them, alternately, to prepare some account for recital during the promenade, extemporaneous conversation in a foreign language being most difficult unless the pupil has attained a considerable degree of fluency.

Although the French have their full share of legendary and of sacred significance, few of these coincide with ours except for Christmas, New Year's Day and in certain ways the first of April. So I found the pupils interested in our ways of celebrating Hallowe'en (which is the evening preceding All Saints' Day, the French Memorial Day), Thanksgiving, St. Valentine's Day, and St. Patrick's. They liked our custom of sending Christmas cards and of singing carols, and each class learned a Christmas song. And they especially enjoyed the pictures in the rotogravure sections of our American Sunday newspapers.

As a method of creating interest in other languages and other students, correspondence was arranged between our pupils and young people of other countries—English-speaking ones for the most part, although I well remember the letters which came from Roumania written in most admirable French. I regret to say that it was not always possible to admire the English, to say nothing of the French, used in the letters from America. My superior said one day, a bit ruefully: "As if it were not enough for me to correct the English of my own pupils, I must also correct that used in letters from the United States." It was planned that each correspondent should write part of his letter in English and part in French. This rule was not strictly adhered to, so most of what I saw was the English of American high school students, which, I am quite sure, would seldom equal in excellence—although it might be more original—the French of the carefully composed and carefully written letters which left the *Ecole Normale*. Perhaps one explanation of this lies in the fact that the ancestors of the girls there have spoken French for centuries, while pupils in the United States are often first or second generation Americans with immediate ancestors for whom English is not the native tongue. But I must not fail to stress the French insistence on accuracy and thoroughness. The handwriting, for example, of some of the pupils had the regularity of copper-plate, and their compositions, geometry papers and notebooks were

spaced and lined off with the nicety of legal documents.

But better than correspondence, when it can be arranged, is a system which I heard mentioned several times, the actual exchange, during vacation time, of the students. It is sometimes possible, for example, for a family in France to receive an English boy or girl for a month or six weeks and at a later date to send its own son or daughter to England for a similar sojourn with the family of the English student already entertained. As this means an exchange of board, the cost of traveling constitutes the chief outlay. Owing to difficulties of arrangement, however, this system can be used only in a limited way.

One of the third-year pupils came to my room one Sunday to read poetry with me, and I introduced her to "Poems of Today, a Collection of the Contemporary Verse of America and Great Britain," edited by Alice Cecilia Cooper. How interested I was in the comments of this brilliant girl trained to appreciate Lamartine, Verlaine, Baudelaire and Laconte de Lisle. The war poems did not please her, nor those about every-day things like "The Ice Cart." "A Frenchman would never think of writing a poem about an ice cart, or of enumerating such a list as does Rupert Brooke of the things he has loved." Finally and fortunately we found some poems abont the two subjects apparently dearest to French hearts, love and beauty. We read one sad one in which the author spoke of death as something to be desired, a feeling which my pupil thought strange "for an American." But she was pleased with:—

"Oh, London is a man's town, there's power in the air;
And Paris is a woman's town, with flowers in her hair."

She had lived in Paris and knew its charm, and was willing to accept Mr. Van Dyke's evaluation of London.

I did not succeed so well in introducing "Alice in Wonderland" to two other girls. They could translate it very well, but they did not find it amusing or even agreeable reading. I am quite sure that this classic which we like so well seems to the French mind what they would call "rather silly!" They fail to see its subtle humor, to understand fully its delightful imagery. One private pupil liked Hawthorne's stories, and those of Poe, and was very much amused by Irving's description of Ichabod Crane. The French sometimes read Cooper, Jack London, and Harriet Beecher Stowe. "Uncle Tom's Cabin," I was told, is frequently given at the distribution of prizes which takes place at the end of the school year.

One day, while looking over our Song Book, I thought that perhaps the girls would like to learn "Dixie," so I wrote the words on the blackboard. One of the *Professeurs* versed in English saw them and questioned me, not unpleasantly, about them. I very much doubt if all my praise of "Dixie," my explanation of its great favor in the South, of Lincoln's remark after the war, "It is our song now," or of the fact that the name itself comes from the French word *Dix* used on notes of that denomination during the Confederacy, convinced her that it was a suitable song to teach to French young ladies. She probably remained of the opinion that it was just in line with that terrible jazz of late years imported from America.

One great obstacle for French students, as for us, is the correct use of *shall* and *will*. Some of them do not seem to realize that we use both in first, second and third persons, and that the choice depends on the meaning. "Ca depend," as they say. Their grammars seem to stress the use of the forms correct to convey an idea of futurity, and doubtless we do use those most in every-day speech. It would obviously be disadvantageous to have them give as detailed information as do English grammars here. One may well ponder the fact that few English-speaking people use *shall* and *will* absolutely correctly, to say nothing of *should* and *would*. "Where shall I find," etc. Ah! the interrogative! After learning that to express futurity in the affirmative it is "You will," one finds that "Shall you" is the corresponding interrogative form. As a hint that both forms are used upon occasion, the text here states that "Will you go" is different from "Shall you go." At this stage the nice little girls are ready to decide that "ca depend" altogether too much, to throw their grammars into the Loire and to consider existence complete without a knowledge of English.

I met a young man from Indo-China who was studying both English and French, and he said he found French much the easier. A French student who spoke English extremely well said one day in remarking about a mistake in a bill: "The head waiter fixed it up." When I congratulated her upon her use of the idiom she remarked: "Your prepositions and adverbs are very difficult for us. With the verb break you use *up, down, through, off, in, out,* etc. You say 'Over here' and 'Over there.'"

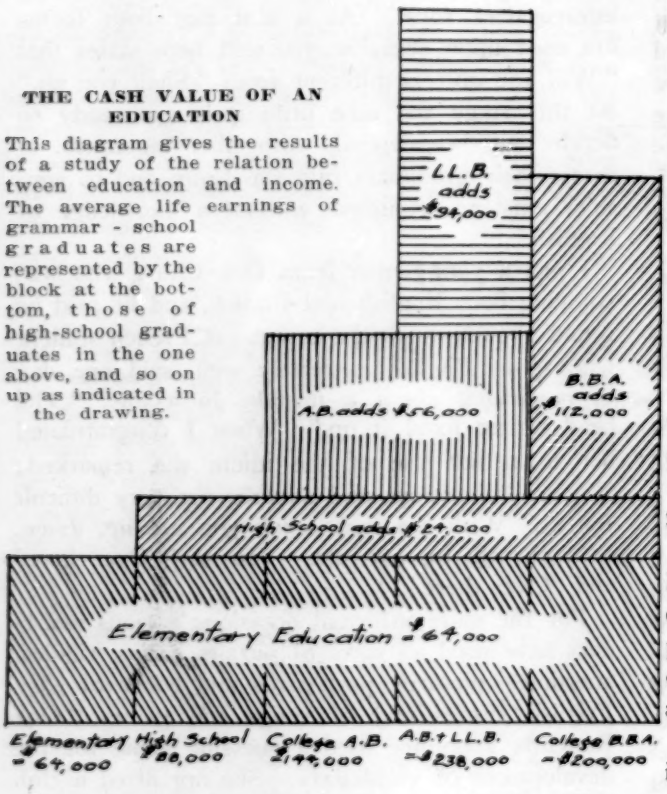
For the more informal occasions various assistants have used all sorts of puzzles, maps, riddles, anecdotes, pictures, post cards and books of easy English stories and of songs and games. One Radcliffe appointee used a guessing game for the development of vocabulary. She organized a club in the second-year class which gave programs. The girls who sang would sing English songs, others would recite poems or give talks about English authors, and occasionally an outsider, some English person living in the town, would give a talk about England. And to the first-year girls, all of them young and some of them homesick, she read "Daddy Long Legs," which, epistolary in form, made a distinct appeal.

(To Be Continued Next Week.)

Education Pays Cash

THREE thousand four hundred dollars a year. That is the difference in average yearly earnings between the college and the high school graduate between the ages of twenty-five and sixty. The high school graduate in turn earns on an average $1,100 a year more than the elementary school graduate. These are the conclusions drawn from an exhaustive study of the relation of education to income, which supports the growing American belief in value—material as well as spiritual—of education.

The survey, made under the direction of Everett W. Lord, showed that "the saturation point in education has not been reached and probably never will be reached, for the increasing complexity of life calls for constant educational advantages," and that "the dollar spent for education, by the public or the individual, goes out only to bring back ten."



THE CASH VALUE OF AN EDUCATION

This diagram gives the results of a study of the relation between education and income. The average life earnings of grammar-school graduates are represented by the block at the bottom, those of high-school graduates in the one above, and so on up as indicated in the drawing.

Bankers, bakers, clergymen, actors and candlestick-makers, 7,396 of them, were included in this investigation which was made by the business-college fraternity Alpha Kappa Psi. The report is now published in pamphlet form

Roughly one-twentieth of those whose schooling had ended with the elementary grades reported incomes normally belonging in the higher educational grades. This need not be discouraging to those who have had to do without much schooling, for one grammar school graduate told of earning $61,000 a year. Yet he and those others who rose above the general level for this group were exceptions. Their median income was highest in the ages forty to forty-four, when it averaged $1,700.

High school graduates who had not gone to college showed their highest median income from the age of forty-five to fifty-four, when it reached $2,800. There were exceptions in this group also, though the highest figure given as a year's income was $34,000.

College graduates were classified in several groups. Those with an A.B. degree reported as their highest income $25,000, and the median income for them all was greatest between sixty to sixty-four years, when it averaged $6,200. Those college graduates with a degree in business administration were highest of all, their top median income, between forty-five and forty-nine, being $11,500.

Other college graduates include those with M.A., Ph. D., law and medical degrees. The first two of these groups were taken to be chiefly teachers, professors, and others interested in education rather than business income. Median income for both groups was highest between forty and forty-four. That for the M.A.'s was $4,750, and that for the Doctors of Philosophy was $5,000. Both these groups, however, reported in numbers too small to draw authoritative conclusions, though it may be that they are typical of professional incomes. Incomes from law graduates ran from $700 to $43,000, and those of doctors from $1,750 to $16,000.

Another part of the study was devoted to total life earnings—to all the money, in other words, earned by a man during his working years. This part of the report, typical of the whole study, discusses the facts and figures on which the accompanying diagram is based and concludes:—

"Perhaps one of the most striking facts . . . is the relative value of elementary education. The eight years of primary school are worth considerably more than twice the four years of secondary school; they are worth more than four years of the liberal arts college.

"This elementary education provides a good foundation on which to build higher; like any foundation, this is of first importance, but it is unfortunate that so many are satisfied with the foundation alone."—Review of Reviews.

Deans of Women and Girls

["Deans of Women and Girls." By Anna Eloise Pierce. Cloth. 636 pages. Published by Professional and Technical Press, 420 Lexington avenue, New York City.]

THE pioneers in advising girls were among the first leaders in character creation in colleges and high schools, academies and seminaries. They were sometimes more sentimental than sensible, but the deans and advisers of women and girls today provide the best guidance to be had in religion or education as they function traditionally today.

Unfortunately the cream of efficiency has come in drops of wisdom miscellaneously developed in girls' schools, Young Women's Christian Association secretaries, Girl Scouts, Camp Fire Girls, and various other adventures in this field rather than from a safe and sane study of the whole situation.

Fortunately, Miss Pierce has prepared a masterful treatise written with the desire to formulate certain ideas and principles in such a way that eventually there may be a body of accepted essential standards governing the selection and employment of women to the positions of deans or advisers of women or of girls in education, in industry, or elsewhere, and that the duties and responsibilities of her position may be better, clearly defined.

The astonishing thing about this rapidly expanding calling is the scarcity of literature pertaining to it. A one-foot shelf would very nearly hold all the books devoted *exclusively* to the subject, and among these there appears to be not one book of principles or methods.

Begin a Year Today

By AMOS R. WELLS

On New Year's Day you started in,
With heart of grace absolved from sin,
With forward look, with purpose true,
And all the world was fair to you.
But soon the Devil found a crack
And pierced your armor, front or back;
And soon, your conduct past excuse,
You sadly cried: "Oh, what's the use?"
Brother, the wheelings of the sun
In endless, hopeless circles run,
They sweep serenely through the air,
And you may start from anywhere.
Adopt this very day and hour
As genesis of hope and power;
Forget the failure left behind,
And on the future fix your mind.
Break with the follies of the past,
Master your weakness at last;
Stiffen your muscles, watch and pray,
Stoutly begin a year today!

—Exchange.

Art in Education

A Portfolio of 15 full-color reproductions of industrial paintings by Gerrit A. Beneker, together with 15 accompanying interpretive editorials by Mr. Beneker, each print about 7" x 8" in size, is now available for educational purposes and may be obtained from

Gerrit A. Beneker
Winchester, Mass.
AND FROM
A. P. Johnson Co.
Grand Rapids, Michigan

Price of the portfolio is $15.00

SOME SUBSCRIBERS OF THE PORTFOLIO:—

Superintendents of schools in Ithaca, N. Y., Brockton, Mass., Winchester, Mass., Muskegon, Mich.

High schools in Tulsa, Okla., Denver, Colo., Johnstown, Pa., Cicero, Ill., Wichita, Kan., Flint, Mich., Newtonville, Mass., Erasmus Hall High School, Brooklyn, N. Y., Nutley, N. J.

Teachers' College, Boston; Massachusetts Institute of Technology, Cambridge, Mass.; Massachusetts School of Art, Boston; Cleveland School of Art; Cleveland School of Education; Cleveland Public Library; Public Libraries in Worcester, Mass.; Grand Rapids, Mich.; Newark, N. J.; Plainfield, N. J.; Boston Public Library.

Washington and Lincoln

If you do not have a good size portrait of Washington and Lincoln, why not suggest to the present Graduating Class that they make a Memorial Gift of either one or both to the school?

We make these two subjects in twenty-two different sizes from twenty inches properly framed at $15.50 with a gradual increase in size and price to sixty inches at $125.00, faithfully reproduced in full oil colors from the original paintings. Should you prefer, they are available uncolored at a lesser price.

Let us discuss with you your picture needs. We can furnish more than twenty thousand subjects suitable for schoolroom decoration.

When you think of pictures,
think of SHENK

Shenk Galleries
32 Halsey Street, Newark, N. J.

School Problems

Edited by a School Executive

206. Is our idea of democracy in education dependent upon our wealth as a nation? —From a school committee man. (Mass.)

Yes, and I am inclined to think it must be so. This is feared, I know, by people who see the crowding of the great masses into our high schools and the calls for money to meet the needs of added numbers. They have the idea that democracy demands that every child in this country have an opportunity to get a high school education, and if that were a true idea in education, democracy in education would plainly be dependent upon great rapidly increasing wealth. But it is false from an educational point of view, all our boys and girls are not capable of taking a high school education as we have it now if they had the opportunity. They haven't the intellectual capacity. It is foolish not to face that fact. What the true idea of democracy demands of us as a nation is that each child shall have an opportunity in education to meet his capacity, his talents and his disposition. That is not such a blanket idea of wealth as the high school standard for everybody. It implies, however, a careful study on the part of educators of individual and group needs, and the word disposition includes the ideas of effort and acquisition by the individual himself. While this viewpoint still leaves education dependent on wealth it puts part of the responsibility on the individual, admits of variation in amount and kind of education, and recognizes the possibility of our education depending on the proportion of wealth spent for learning as much as the amount of wealth we have. A much more hopeful and practical viewpoint. There is no separating wealth and education.

207. How far down do you think sewing is practical in the schools?

About the fifth grade. In some systems it is begun as far down as grade four, but children as a rule are not ready for it, even in its coarser forms, until the fifth year. They should have some sewing in grades five and six if possible, and not have to wait until they reach the Junior High. Handling of tools and equipment can be cared for early, and by the time they reach grade seven practical, useful sewing can be done.

208. What do you think of the attitude, "I will not have this boy in my room. That is all there is to it!" that some teachers take when they have a difficult problem in discipline?

It is a very wrong attitude and belongs to the old school when teachers dealt out "learning" and pupils came to take it or leave it. It has nothing in common with the newer idea that the welfare of the boy is the reason for the school's existence, and it should seek to meet his needs whatever they may be. A teacher who makes that kind of a remark holds the view that the pupil is responsible for his own behavior while the newer pedagogy maintains that the teacher is responsible for the conduct of her class.

Your first problem is to change the teacher's viewpoint. The question is: "How can I help this boy?" and throwing him out is not the answer to it. That is sure. There is the rest of the class she will remind you, which is true, but the class is made up of individuals, and is just as good or just as poor as the sum of those individuals, therefor she has this individual problem in discipline with her constantly. Once she gets the viewpoint of service and this boy becomes an opportunity she won't be willing to throw him out to the winds.

209. Should music be a required or elective subject in the high school? (Rhode Island.)

I believe it should be required in the freshman year if not in the sophomore. Pupils should not only learn to sing in concert groups, but should receive work in appreciation and learn to understand and love fine music through listening to it under guidance.

210. What can we do with a boy of thirteen who smokes? (Indiana.)

A good place to start with such a boy is the sports or activities from which smoking may debar him. Get him interested in his health, and work that as an asset in doing the things he wants to do. Smokers of thirteen make poor runners or ball players, and may be ruled out accordingly.

A boy may be stimulated by the right teaching personality to limit his smoking a little at a time and so lead to control it, and perhaps drop it finally for a while. The Boy Scouts and other active boy clubs help him to drop it until he is older.

Reproving and disapproving gets you nowhere with him. Frequently you lose his confidence and make him untruthful. At thirteen a boy doesn't need criticism. He needs understanding. There is a reason for his smoking. The story of its beginning and the conditions under which it continues and grows are things you must know and cannot find out unless you have the boy's confidence. Keeping close to your boy, trying to understand what he thinks and feels, and from this knowledge leading him into activity which will made him want to smoke less is your only hope. Fear and regulations based thereon are worse than useless. They are vicious.

Personal and Professional

CHARLES F. LUMMIS, Los Angeles, who died on November 25, was one of the most interesting men I have known for fifty years of exceptional opportunities to know interesting Americans. Our acquaintance began when camping out one night on Whiteface, Sandwich, New Hampshire, about fifty years ago. He was a Harvard student writing thrilling articles for Harper's Magazine, and through his varied romantic experiences we kept in close fellowship with him, spending an evening with him within a year in his famous jungle home in the suburbs of Los Angeles. There is nothing in all this important or interesting to our readers, but they will indulge us in this brief reference to the passing of one whose comradeship we enjoyed for nearly half a century.

—

H. S. MOBLEY, field representative of the Extension Division of the International Harvester Company, which Professor P. G. Holden has made famous for many years, is achieving high results in the South. Referring to the wonderful achievement in the promotion of better live stock by use of the "Better Sires Train," W. R. Tucker, agricultural development agent, said:—

"Among the main agencies that contributed fundamentally to the success of this enterprise should be mentioned H. S. Mobley, who made the leading address in connection with the exhibit of the dairy cows at every stop. Probably no other man in the South is able to get his message over to farmers more effectively than does Mr. Mobley. It would be difficult to overestimate the value of his contribution to the success of this enterprise."

We have known Mr. Mobley and his work intimately for several years and he always makes a home run when he goes to the bat in any public way.

—

C. J. HEATWOLE, executive secretary of the Virginia Education Association, Richmond, is the personification of energy, eloquence, and tact. We know no more tireless worker; his platform activities flash wit and wisdom, and he has steered his associates over shoals and around rocks with masterful skill.

—

DR. J. L. JARMAN, president of the Farmville, Virginia, State Teachers College, the ent state teacher-training institution the South, probably, and one of the famous schools in its combination of scholastic standards, professional ideals and stabilizing commonsense, was chosen at the State Educational Association session at Richmond recently as president of the Co-operative Education Association of Virginia, succeeding Dr. J. P. McConnell, of the State Teachers College at Radford. This is a distinctly Virginian institution in which educational specialists combine with parents and community leaders in the promotion of the best activities of the school for family and community.

—

W. H. EUSTIS, of Minneapolis, who died on Thanksgiving Day, was the most interesting personality we saw at Hotel Raddison at the time of the National Education Association in July. He was one of the most interesting of Americans. The magazines as well as the daily press of the country have had thrilling stories of his life. Himself a famous cripple, he has made Minneapolis as near a paradise for cripples as is possible.

Handicapped in so many ways as to make comfort impossible he lived to be eighty-three years old, every adult year a joy to himself and other cripples. He created a million-dollar hospital for cripples, and provided a "Home for Cripples." He was one of the city's famous mayors, and one of her best as well as wealthiest citizens.

—

MRS. JAMES M. GREENWOOD, who died in Boston recently, was nationally known as Josephine W. Heermans, a teacher in the Kansas City, Missouri, schools from 1888 to 1910, when she married Superintendent James M. Greenwood of Kansas City.

At the St. Louis Exposition, 1896, she was one of Missouri's eminent educators honored with an illuminated portrait. The others were William T. Harris, Louis F. Soldan, and James M. Greenwood. She was principal of the Whittier School, Kansas City, 1891 to 1910, and in her will bequeathed $25,000 as a trust fund for the school, the income to be used for the purchase of art, musical instruments, and other things of practical and artistic worth. She was the author of books of high professional value. For thirty-two years she was one of the best known women in the city, state and nation. As Mrs. Greenwood she continued her professional activities for several years after the death of her distinguished husband.

—

J. J. KELLY, Jr., superintendent of Wise County, as president of the Virginia State Teachers' Association for the years 1927-28 and 1928-29 had an exceptionally good meeting in spirit as well as in program at Richmond on Thanksgiving week. He is one of the youngest presidents the Association has had, and one of the few county superintendents. There are in the Association eight departments and fifteen sections, so that it is quite a team that the president has in hand.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Golden Ball—Part I

Traditional Story.

In a far land, many years ago, lived a people who were very selfish. With their nets they dragged the bottoms of the seas until but few fish remained; with their plows they furrowed the earth and drew forth grain from it until the land became too feeble to yield a crop; with their sharp picks they dug into the mountain sides and took out the ores of copper and silver and gold until the very rocks refused to give them more; with their armies they went into the lands of their neighbors and stole the corn and wheat that others had gathered into barns; on the wide seas their ships ran everywhere under a black flag of piracy, robbing and slaying and enslaving those who blew across their courses. At last even the granaries of their neighbors were empty and the high seas held no sails, and hunger came and looked down on the unhappy people from the high hills. With hunger came sickness and with sickness death until every house was filled with mourning and the sound of weeping rose noon and night wherever many were gathered together.

As the people wept in the marketplace suddenly a golden ball came and stood over their heads and a voice floated down to them saying:—

"Behold this golden ball, it is a promise and blessing to him who can reach up and touch it. In touching it you prepare happiness for yourselves and for your children."

Then began a wild scramble on the part of this selfish nation to touch the golden ball. One man said: "I shall plan to touch this ball myself. I shall build me a ladder so long that I can lean it against the ball." Another said: "I shall build me an airship which I shall launch from the hill above the town and as I float down I shall touch the ball and the blessing shall be mine." Another said: "I shall slay with poison all those who try to touch the ball. This will give me time to invent some way of touching it myself." Another said: "I shall hire men to lift me up so that even while I stand on the pyramid of their very bodies only I shall touch the ball."

The Golden Ball—Part II

Meanwhile, in the marketplace, a wild mob scrambled to touch the ball. Men trampled eath other under foot. Men climbed on each other's shoulders. Men stole each other's ladders and fought each other for a favored spot. Children wept on the edges of the crowd and women looked on with sad eyes and said to themselves: "The golden ball, instead of a blessing, is bringing a curse upon the land."

So matters went for many years, the ball standing just above the outstretched fingers of the crowd and the crowd fighting and scrambling to touch the ball. At last an aged man came to the marketplace and watched with weary eyes everything that went on. "This is a sad sight," he said to himself, "and yet one to be expected of a people who have known no other god but gold. I shall speak to them and tell them how they may touch the ball, for truly the promise of the voice shall be fulfilled; a blessing shall fall on him who touches its golden side."

As the old man spoke he broke his way through the eager throng and came to the very centre and stood under the ball itself. "Friends," said he, "you struggle in vain. Not one of you can touch the ball because not one of you wishes the blessing for his brother. It is your own selfishness that keeps the ball from you."

"It is a trick to cheat us of our chance," cried a man on the outskirts of the crowd. "This stranger must die. See! I shall cast the first stone."

Years passed once more and people still struggled to touch the ball, but now some had grown wiser than the rest and they pondered over the words of the aged man who had long since been dead. "Perhaps his words are true," they said, "Let us begin to think only of each other. Let us choose one among us and lift him up to touch the ball." After many weary arguments the wise men chose a little child. He was brought to the marketplace and lifted up on the shoulders of strong men. He reached up his little hands and behold, the ball came down, lower and lower, until it rested on his fingertips.

"The child is precious," cried all those who saw the marvel. "Let us give him good food; let us clothe him well; let us care for his bodily strength; let us enlighten his mind; let us teach him all good things and perchance when he has come to be a man he may pass his blessing on to us."

It was even as they hoped, for the child grown strong and beautiful and wise became their ruler and taught them gentler ways and said to them: "See what your care has done for me! Let us, therefore, give such treatment to all children in this land and through them in an other day a true blessing shall fall upon our race."

Copyright, 1926, by Joseph B. Egan.
All Rights Reserved.

Dragging Our Feet

A very dear friend of mine told me this little story about himself.

One day his father asked him to help saw some telephone poles into pieces of stove length. The saw was a long, steel blade, such as lumbermen use in cutting down big trees.

My friend, then a boy of ten years, took his end of this long saw and began to push it away and pull it towards him with all his might.

Slowly, very slowly it seemed, the teeth ate into the big pole. Slower and slower went the arms of my friend as his muscles tired.

When half way through the tenth piece, my friend's father stopped the saw and leaned over the pole and said: "Son, I don't mind your riding on your end of the saw, but don't drag your feet."

My friend laughed as he told the story, then he said: "There is a great deal of value back of my father's advice. How many people in the world about us not only ride the long saw, but even drag their feet."

Our Friend, the Dog

People are always thrilled by acts of heroism. A gentle deed always meets with the approval of mankind. A thoughtful deed wins merited applause, but a deed of kindness stirs up the blood and dims the eye. Mankind loves the doer of the kind deed. Most people think that kind deeds are done only by human beings. Here is a little story, which I believe to be true, that fastens a medal for kindness on the shaggy breast of a mongrel dog.

Queen, a year-old German police dog, owned by George Herril, is hobbling about on three legs, recovering from a ten-day imprisonment. She had been missed and many searchers had failed to find her.

The home of Homer Mercer adjoins that of Herril. "Doc," just a common cur, owned by Mercer, was observed to have acquired a new trick. Instead of eating all his food, he carried some away, presumably to bury it. When Mercer heard that Queen had disappeared, he recalled having heard a dog's howl, and investigated.

The alert Doc saw the movement and showed delight, and led his master to a vine-covered fence under a tree. There was Queen, with one hind foot caught in the wire. Doc had kept

Queen from starving by carrying food to her.

The Golden Diary

Fairy Bright-Eyes sat on a toadstool writing her daily entry in her diary. Her desk was a huge plantain leaf and her paper a beautiful golden petal taken from a buttercup.

When Fairy Bright-Eyes had finished her writing she slipped down from her high stool and hid the buttercup sheets in a tiny cave under a rock.

Fairy Sharp-Nose was hiding under the brown hood of a skunk cabbage and saw all that went on. When Fairy Bright-Eyes had danced away, he sneaked out, stole up to the cave under the rock and took the buttercup leaves and began to read them out loud.

"Oh, ho!" he laughed, "Listen to this!"

"June 21.—I found a little brown ant struggling home with a big crumb. The crumb was so big and the ant was so little! Just like jobs that fathers and mothers have at which they work all day long that children may eat and have clothes to wear. Poor little ant was all tired out, so I lent him a hand. I went all the way home with him and he showed me the wonders of the ant castle deep under ground. He gave me a drop of honey, too, which he took from one of the ant cows. How happy I felt all the rest of the day! It pays to do a kind deed the first thing in the morning, then every hour till night is full of happy sunshine."

"What bosh!" laughed Fairy Sharp-Nose. "If I had been there I should have taken the crumb myself and eaten it all up. Maybe it was a crumb of cake. But listen to this!"

"June 22. . . Little Fairy Tumble-About fell into a lily's well this morning. She was leaning over the edge and lost her balance. My, how she cried and shouted! She made so much noise I heard her five feet away. She said she couldn't get out—that the sides of the lily well were too shiny and steep. I rushed off and cut a rope from the web of the yellow field spider, but it broke in two at the first pull; I leaned way down, but could just touch her fingers. At last I ran back to the village and got four stout helpers. We all took hold of the lily stem and swayed it back and forth until the tip of the lily touched the ground. Out walked Fairy Tumble-About, looking for all the world like a queen. She held her head high in the air and went away without even thanking us for our trouble."

"That was a good one," laughed Fairy Sharp-Nose.

'Good morning, Touch-Me-Not!' I said, 'What a warm, pleasant day this is!' 'Pleasant for you,' she said, 'but how about me? It is so hot that I cannot play in the meadow without wearing my bonnet and I do not want to wear my bonnet.'

" 'But,' I said, 'the corn likes the heat and the corn is a very important person.'

" 'That's just it!' cried Touch-Me-Not in a rage, 'You think more of the corn than you do of me. Everyone thinks of the corn and nobody thinks of me, that's just what I don't like about this old world.' With that Touch-Me-Not clambered down out of the acorn cup and ran crying away as fast as she could."

"I have read enough," shouted Fairy Sharp-Nose. "Here goes the rest. Let the wind read them and tell them and tell them to the pine trees this winter." As he spoke he tossed the golden buttercup leaves into the air and they went flying and floating and drifting here and there like a shower of soft golden coins.

An old toad sat in the shadow of the rock. He winked his beautiful bright eyes twice and said:—

"I would rather be what I am,—ugly in body and covered with warts,—than be as selfish and ugly in spirit as that Fairy Sharp-Nose."

After more than a year's searching study of all modern readers

NORTH CAROLINA ADOPTS NEWSON READERS

as basal literary texts for exclusive use in the first three grades of all public schools in the State, for a period of five years.

Newson & Company

73 Fifth Avenue, New York
2500 Prairie Avenue, Chicago

PUBLIC SCHOOL FINANCE

By

HOMER P. RAINEY, PH.D.

President, Franklin College, Franklin, Indiana

THE CENTURY EDUCATION SERIES

THIS important new study of school finance not only discusses budget procedure and the making of budgets, but also develops a technique for studying comparative cost units, presents a workable and reliable system of estimating the growth in school enrolment and the extent of future financial commitments, and explains fully how to figure capital costs such as depreciation and annual accrual costs in order to estimate expenses in terms of building and financial programs. This book offers a constructive plan for a financing program based upon a pay-as-you-go policy.

To be published in January

THE CENTURY CO.

353 Fourth Avenue, New York City
2126 Prairie Avenue, Chicago, Ill.

EDUCATION IN ACTION

Protest "Scouting" For School Athletes

Secondary schools are turning into recruiting grounds for athletes, and as a result of the present system employed in the colleges, the secondary schools are declining in effectiveness, according to a statement of H. M. Ivy, Meridian, Miss., retiring president of the Association of Colleges and Secondary Schools of the Southern States. "Ambitious alumni are more assiduous in 'scouting' for promising seniors than any scouts ever employed by major baseball team managements," he said. Although he himself could offer no solution, the Mississippian recommended to the association that the problem should receive thorough study, as one of the most pressing in the high school educational system today. "Athletic achievement is rewarded and scholarship attainment slighted as of no moment when a student goes from high school to college," he declared. "As a result the athlete finds his university expenses amply provided for, while the man who is not an athlete often runs against an embarrassing financial handicap."

Woman School Head Resigns

Wishing to be free, so that she may read and attend lectures in the twilight of her life, Mrs. Susan M. Dorsey, beloved and capable superintendent of the Los Angeles schools, has resigned her office, the resignation to become effective January 31, 1929, the eve of her seventy-second birthday. For thirty-two years she has labored in the schools of Los Angeles, and for nine years she has been superintendent, perhaps one of the few women superintendents of schools of a city in this country.

Urban Colleges Now Essential

Dean James B. Munn of Washington Square College, New York University, mentioned the rise of the urban university as perhaps the most impressive feature of present-day education in his annual report to Chancellor Elmer E. Brown. Washington Square College is the college of arts and pure science at the Washington Square branch of the university. In his report he said: "During the Middle Ages men went apart from towns into an ascetic monastic life that they might study there undisturbed by contact with the world. Later, it was evident that in the branches of sacred theology, law and medicine one could study better in connection with a great cathedral, a law court, or a hospital. Accordingly, the medieval universities grew up in the towns. Perhaps the most impressive feature of American education today is the rise of the American urban university, where undergraduate colleges are co-ordinated with professional schools to obtain a more efficient and perhaps a more practical education than that which has been given before."

Typewriter Used In Spelling Lessons

Children of the elementary classes at the Horace Mann School at Teachers College, Columbia University, have just been provided with eighty typewriters on which to learn that c-a-t spells "cat" and that d-o-g is "dog." Whether it is the fascination that comes of manipulation of any sort, or the charm of producing enough staccato sounds to make the bell ring, the experiment is already proving a success, according to Dr. Rollo G. Reynolds, principal of the school. The children have adopted the new method with alacrity, he said, and holds that the mechanical process will prove a short-cut to their mastery of the "three R's."

Kosciusko Obligation Has Been Well Repaid

The debt of the United States to Poland for General Kosciusko's services has been more than amply repaid, according to Professor Roman Dyboski, eminent Polish scholar. Professor Dyboski is an exchange professor from the University of Krakow, where he is professor of English literature. Under the provisions of the Kosciusko Foundation he is lecturing this year and next in twenty leading colleges and universities of the United States. He is giving courses in Polish literature for academic credit at the University of Chicago during the winter quarter and, in the Christmas holidays, he will address the annual sessions of the American Language Association at Toronto.

High School Boys Taught Baby Care

American boys are being taught the care of babies. Boys of fourteen and fifteen in New York state have organized into "Little Father" clubs, equivalent to the "Little Mother" clubs which now are carried on for girls all over the country. Several other states have boys enrolled in their infant hygiene classes, reports the children's bureau of the department of labor. Boys as well as girls are being taught the proper preparation of a baby's bottle, how to bathe a baby and the right diet for the first year. In most states the classes are part of the work of the state board of health. Forty-five boys are taking the infant hygiene course in Ohio and thirty-eight in Mississippi. Wisconsin employs an organizer of infant hygiene courses in the public schools. Florida reports that where mothers are unable to attend the child health meetings fathers come and bring the children. In Iowa out of an attendance of 6,014 there were 262 fathers. Oklahoma also reports a number of boys enrolled in its infant hygiene classes in the public schools.

Oral Method For Deaf Pupils

Of 17,582 pupils in institutions maintained in the United States for the education and training of the deaf, 13,134 were enrolled during the school year 1926-1927 in 69 schools wholly or partially supported by the state, 3,515 in 83 schools conducted as a part of city school systems, and 933 were in 16 schools under private control. This is an increase of 3,217 or 22 per cent. over the total number of pupils reported in 1922. Departments for the blind have been established in seventeen of the schools. A total of 2,303 instructors are employed in the 168 schools. Pupils to the number of 13,762 were taught speech by the oral method—that is, by lip reading or by speech reading; and the auricular method, which utilizes the hearing that remains, was employed in teaching 646 pupils. State receipts for education of the deaf amounted during the year to $7,095,631, and receipts of private schools amounted to $273,216.

Honor System Defended by Students

Support of the honor system in colleges and universities, adoption of a new athletic code governing eligibility of athletes and the subordination of fraternity activities to the welfare of the college were among outstanding conclusions and recommendations of the National Student Federation of America's fourth annual congress held at Columbia, Mo. Nearly 300 persons from forty states and Canada at-

tended, including the record-breaking number of 167 official delegates from 140 institutions. The congress voted "to encourage and aid in every way possible colleges and universities to improve their honor systems." Where the honor system does not exist it was suggested that the federation lend aid in helping to establish it.

Economic Level Set for Faculty

The present salary of members of the Yale faculty is between one-third and two-thirds of the $15,000 or $16,000 a year taken as a standard for the economic level for a professor, according to a report on income and living costs of the faculty prepared by Professors Yandell Henderson and Maurice R. Davie. The report is based on a questionnaire to which sixty-three per cent. of the Yale faculty replied. Professors Henderson and Davie took as a standard for the economic level for a professor after twenty-five years of service: "The amount of money necessary to maintain a home in a ten-room house which he owns free of mortgage, to keep one servant and pay for some occasional service, and to provide an education for his children in preparatory school, college and professional school on an equality with that obtained by the general run of students in the university. Life at this level now costs about $15,000 or $16,000 a year." Full professors receive between $5,000 and $8,000 a year, associate professors from $4,000 to $5,000 and assistants $3,000 to $4,000.

University of Texas Adopts Proctor System

Drastic change in the honor system is being put into effect at the University of Texas after New Year's. The student pledge on examination papers has not been found successful as conducted at the university. Accordingly a "proctor system" will succeed it. The honor system proper has not been abolished and students will be as much on their honor as ever, but they will not be responsible for reporting infractions of confidence during examinations.

Plan Dry Drive In Nation's Schools

The birth of a super dry organization to be known as the national conference of organizations supporting the Eighteenth amendment, was announced from Washington after a series of executive meetings in which representatives of thirty-one of the more prominent temperance bodies of the country participated. This central organization will replace the national legislative conference, and was pictured as "the largest and most influential federated movement of national temperance organizations that has ever taken the field." The Rev. Arthur J. Barton of Atlanta, social service secretary of the southern Baptist convention and chairman of the executive committee of the Anti-Saloon League of America, was elected president. A statement issued by the conference declared that "Education of college students, scientific temperance instruction in public and private schools and colleges, and the dissemination through every possible means of the doctrine of the worthiness of prohibition and abstinence will have a large part in the conference program."

English Teachers Declared Incompetent

Because teachers of English, rarely knowing anything about the history of the language, are incompetent to give instruction on the subject, the teaching of English grammar has done students more harm than good. This was the conclusion reached by Dr. Kemp Malone, professor of English at the Johns Hopkins University, in an address before the National Council of Teachers of English. He said graduate schools are turning out doctors of philosophy unaware the study of historical English grammar exists. Referring to the growth of English teaching in schools of all kinds, Dr. Malone stated: "Our schools now are devoted to the study of English with a terrifying wholeheartedness. What kind of grammar is taught in the schools, and what achievement has this grammatical teaching to its credit? I think it will be safe to say that so far the results have been pretty close to zero, and if the teaching of English grammar has had any effect at all on the pupils it has done them more harm than good." This history of the English language is almost universally ignored in the courses of study offered by normal schools, colleges and universities, Dr. Malone said.

More Education Urged for Negro

More education and less lynching has become the keynote of the American's attitude toward the negro, according to educational leaders speaking before the recent National Inter-racial Conference at Washington. "Negro

HUMANE EDUCATION LESSON CARDS

For Use In Schools

These attractive cards are printed on good stock, which will bear handling—the pictures are reproduced from original photographs, and the lesson material is printed under the picture in good clear type, easily read. Teachers will find these cards useful and instructive and children may be interested and encouraged to prepare similar cards themselves.

The set of cards may be obtained by addressing

THE AMERICAN HUMANE EDUCATION SOCIETY

180 Longwood Avenue, Boston, Mass.

Set of eight cards 35 cents post paid

THE ARLO BOOKS

READING INTERPRETATION EXPRESSION

A large order from Winnipeg for the BUSY BUILDER'S BOOK makes us wonder if you would not be especially interested in such a book for silent reading and constructive problem work in your upper first and second grades. This order for the province of Manitoba is equivalent to a state adoption here, and is a high compliment to the book, as it was granted on samples submitted by mail in a territory where very few books from the United States are purchased.

THE ARLO PUBLISHING COMPANY

NEWTON UPPER FALLS, MASS.

education is being taken seriously for the first time since the earliest days of reconstruction when negroes sat in the southern legislatures," W. A. Robinson, principal of Austin High School, Knoxville, Tenn., former supervisor of Negro High Schools in North Carolina, declared. More authentic data on negro education have been made available in the last three years than in any previous decade, he pointed out. Negroes are seeking to establish residence in those states and cities south and north where their children can secure more and better educational facilities, he declared.

American High School Orchestra to Europe

An orchestra of 150 pieces the members of which will represent almost as many high schools in the United States will visit Europe next summer. The organization will be assembled and plans perfected by Joseph E. Maddy of the University of Michigan School of Music, chairman of the instrumental affairs committee of the Music Supervisors National Conference. An invitation to bring a high school orchestra to Europe came from Percy A. Scholes of London, eminent musician, who heard the National High School Orchestra play at the music supervisors convention in Chicago last summer.

High Schools Report Big Gain in Decade

High school attendance in Massachusetts has increased seventy-two per cent. in ten years, or more than three times as fast as the rate of increase in the public school system as a whole, according to the annual report of the state department of education. Total enrollment in the public schools for 1927-28 was 736,177, of which 131,618 were in high school. During the last school year more than $11,925,000 was spent for new school buildings, and in the last seven years new housing has been provided for one-seventh of all the pupils in public schools, the department found.

Red Heads Organize Frat

"Red-headed Christians of the white race with acceptable social status, and who are not on probation" are wanted on the University of Wisconsin campus. Rho Epsilon Delta—RED—the fraternity of red heads, is the latest Greek letter organization at the state school. Both men and women are eligible. The shade of red matters not, be it just beyond the border of henna, through sorrel, wet clay, baked apple, to and including red flannel.

TREND OF THE TIMES

MORE THAN ten years after the end of hostilities the World War is still costing the United States about one-billion and a quarter dollars annually. In the report of the Secretary of the Treasury, Mr. Mellon placed the total money cost of the war to the United States at $36,360,232,063, an increase for the year of $1,240,609,919.

INTERNATIONAL automobile exhibits abroad last month considerably increased the number of American cars owned outside of America. Of the world total of cars in January nine-tenths in use were American-made.

ANIMALS fed upon a chemically pure food devised in scientific laboratories in a recent experiment suddenly stopped growing and natural food had to be resorted to. Dr. H. M. Evans of the University of California, looking into the reason, found that a sixth vitamin, F, was necessary, and that lettuce and liver "almost certainly" contain it.

MUSSOLINI, in himself, is now a majority in the Fascist Cabinet. He has recently taken over the portfolio of the Ministry of Colonies. Seven of the thirteen more important Ministerial posts are now in his hands. He presides over the departments of Foreign Affairs, War, Marine, Aviation, Interior and Corporations as well as the Colonies.

ALTHOUGH we consume seventy-five per cent. of the world's rubber, experts say we could in emergency stop non-essential uses and have enough in stock to last five years, by which time supplies would be augmented from the wild guayule of Texas.

"AMERICAN WOMAN has tremendous force, commented Halide Edib, Turkey's foremost woman lecturer on tour in this country. "I wonder is your country headed for matriarchy? It would almost seem so. Your women have such queenly ways. They are wise, vital, authoritative. I should feel very safe with them in control," she said.

CORPORATIONS in the United States, in the aggregate, paid out a greater proportion of their total receipts in cash dividends in 1926 than in 1925 or 1923, in spite of the fact that manufacturing companies were operating on perceptibly narrower profit margins on sales. The high percentage of cash dividends was made possible by greater volume of business and was not affected by the narrower profit margins on sales.

UNEMPLOYED in Europe number 1,000,000 less than a year ago and are alarmingly concentrated in England and Germany, Europe's greatest industrial nations. There are approximately three and one-half million members of the working class in Europe without jobs, according to a careful survey by the International Labor Bureau at Geneva.

ENTOMOLOGISTS furnish scientific knowledge without which this world would be a mighty uncomfortable place in which to live. Study of myriad insects, gathered from near and far, reveals which is beneficial to mankind, and discloses how to rid infested places of harmful insects. Carnegie Institute of Technology has more than 1,500,000 specimens of bugs, beetles and other insects.

HORRORS of next war—fire and gas attacks from the air upon helpless populations—total destruction by new and devastating discoveries—have inspired more than sixty writers in France and Germany alone to turn out books. Not content with the native product, both France and Germany have translated the most vivid contributions of its neighbor, and the rest of Europe is translating both.

HUMANIZING industrial relations, possible even in the "business on a great scale," which he forecasts for the future, will solve the opposition of interest between employer and employee, Dr. Frank W. Taussig, one of the foremost of present-day economists, believes. "Those plans," Dr. Taussig said, "which aim to link employer and employee are on the right personnel lines. The complexities of great scale industry are no insuperable obstacle to their working well."

PRESENT FAMINE in China promises to be the worst which China has known since 1877-78, when 8,000,000 human beings perished from starvation. On December 1, 1928, there were nine provinces, with 12,000,000 people, living under actual famine conditions. No adequate aid can be given, as the alarm went out too late and transport conditions do not permit of the rapid hauling of the necessary foodstuffs, even if money to buy the food were on hand, which it is not.

The BOOK TABLE

THE MAKING OF HIGH-SCHOOL CURRICULA. By L. A. Williams, Ph. D., University of California at Berkeley. Cloth. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

There is a personality in the professional characteristics of each of the important universities of America which is quite fascinating. Among the studies that we hope to report upon some time, but which we are quite sure we shall never do, is relative traditional and converted individuality and personality of the university schools of education and departments of education. We are led to make this remark because of the personality demonstrated in "The Making of High-School Curricula" by a member of the faculty of the University of California at Berkeley.

In the introduction Dr. Williams presents the high school problem rather tragically. "From the time when the high school in the United States first received judicial sanction as a legal institution down to the present hour, an ever-recurrent problem has been to determine what shall be taught. Restricted by law, beset by parents, pestered by the pupils, commanded by higher institutions of learning, worried by their own theories and philosophy of education, the makers of courses and curricula have besought powers above and below to lead them out of the entangled meshes of the varied demands.

"Almost from time immemorial there has seemed to exist an air of mystery, of sanctity, almost of mysticism, around subjects of study. For some reason or other, one field of knowledge has been sacredly set apart from another, and learning has been made a fetish to be worshiped. In silence, awe, and reverence the field of knowledge has been approached as if some magic essence or mysterious power lay concealed within a subject of study. The tree of knowledge of good and evil is a race-old mystery, and the play of knowledge upon men to make them as gods is an old and ever-recurrent theme. But the very irreverent and heretical present has become skeptical of the mystery behind the veil, insisting that nothing sacred or worshipful attaches to knowledge in the abstract.

"The professionals sometimes use a jargon utterly unintelligible to the lay citizen. On the other hand, lay opinion is based upon meagre or obsolete data, is often prejudiced, and too often is narrow and limited in scope. The advocate of a fad, the leader of a cult, the devotee of a cause, and all the other exponents of small-group consciousness are having a gala time in parading before the public gaze a pet theory, a new scheme, or a novel plan, as a solution of the vexing problem of what the teaching material in schools shall be. So far the well-organized and dependable studies for high-school material have been carried on according to so many techniques and are so varied in the methods by which they are presented that evaluation of results in comparable forms is exceedingly difficult."

IN MEMORIAM, ALFRED TENNYSON. With Notes by W. J. Rolfe.

TALES OF A WAYSIDE INN. With Notes to Meet the College Entrance Examination in English. By Barbara G. Spayd, of Toledo.

FRANKLIN'S AUTOBIOGRAPHY.

THE STORY OF MY LIFE. By Helen Keller. Uniform binding. Boston: Houghton Mifflin Company.

This Riverside Literature Series is especially adapted to school use. Each volume is brought down to the latest information in the notes, and each meets the requirements of the College Entrance Requirements in English.

"The Story of My Life," by Helen Keller, has Teaching and Study Helps by Eleanore Pollak-Ohlendorff, of the Beaver Country Day School, Chestnut Hill, Massachusetts. These four books are invaluable in the life of every American student.

A GUIDE TO LITERATURE FOR CHARACTER TRAINING. Fairy Tale, Myth, and Legend. By Edwin D. Starbuck and Frank K. Shuttleworth. Done in co-operation with the Institute of Social and Religious Research, New York City. New York: The Macmillan Company.

Here is a selected list of the world's best fairy tales, animal stories, myths, and legends. It is fairy tale literature which seems most worth saving for the children of today.

As a guide to the parents and teachers who will use it, the book specifies the degree of merit of each story, the school year to which it is best fitted and what each story is good for. The volume is a tool for the use of those who wish to direct intelligently the recreational reading of children. Cultured souls and the rudest persons alike have found pleasure in inventing stories and relating them. And stories once started are difficult to stop. The world is full of stories, good, bad, indifferent, and vicious.

A deep-seated inertia makes it difficult for the mind to disentangle itself from the cruder stories of primitive life, once these have been woven into the texture of language. Although culture does flourish, the fancy-world of literature is a strange admixture of racial wisdom and of traditional foolishness. The present project, of which this volume is the first unit, ventures forth in the hope that its results may be somewhat more comprehensive, more painstaking, more critical, and more objective than the many similar undertakings which have preceded it.

This attempt to winnow the worthwhile Fairy Tales, Myths and Legends of which Dr. Starbuck thinks there may have been fifteen thousand in action in literature for children, has been known as the "Iowa Plan." In 1921-22 the Institute of Character Research was established and this was affiliated with the Institute of Social and Religious Research and a series of Guides to Literature for Character Training has been created, and this is the first volume that has been published.

PROJECT TEACHING IN ELEMENTARY SCHOOLS. By Ellsworth Collings, Ph.D. Century Education Series. Charles E. Chadsey, editor. Cloth. 570 pages. New York: The Century Company.

Project Method needs just such support as Dr. Collings gives it in this book. It is in that critical stage which every popular adventure in elementary education experiences and must satisfy those who are investigating the claims of its supporters that it is something more than a captivating fad.

Dr. Collings is not infatuated, as some champions of the Project Method seem to be, with the doing of things because it is a joy for the teacher to tell children to do unusual things. He demands results, not merely skill in doing what he is told to do in some extra-curricular activity, in continuous improvement of conduct in life. He considers the use of Project Method as only justified when the improvement in school functions in conduct in life outside of the school.

Extra-curricular projects are not primarily to have children do things out of school, which seems to satisfy some of the propagandists, but its real purpose is to affect the continuous daily conduct of the children out of school, on the playground, in the street, in public places, at home with the family.

Dr. Collings has a book which is a

great message to teachers and children on a vital mission to society in a wide range of responsibilities.

THE AMERICAN WAY TO PROSPERITY. By Gifford K. Simonds and John G. Thompson, both of the Simonds Saw and Steel Company. 243 pages, 6x9 inches. Cloth. Chicago: A. W. Shaw Company.

Mr. Simonds uses the fruit of his eminent business success in promoting social and civic adventures in making boys more manly as well as more prosperous. A few years ago he realized that John G. Thompson, principal of one of the largest state normal schools in Massachusetts, was having large influence in the leadership of youth in school and community and induced him to join him in his successful business enterprise. The two are of inestimable community service, and now they have put in highly attractive form a wealth of advice and inspiration in "The American Way to Prosperity."

We know of no book which will serve America better than this revelation of what America really is to those who work and to those who profit by the better labor of American workmen. It is of inestimable value to America in many ways and at all times.

PROBLEMS OF AMERICAN LIFE. By Joseph Irvin Arnold, A. M., Bridgewater (Mass.) State Teachers College. Cloth. 653 pages. Evanston, Ill., New York, Philadelphia, San Francisco: Row, Peterson and Company.

This is the most complete study of the kind that has been published. It is much more than a study of American Problems. It is a study of the problems of life far back of American institutions.

This is a masterful treatise of sociology, civics, economics, eugenics and psychology, as well as of history in a broad sense.

The author has faith to believe that the schools will grapple with American problems much more seriously than they have been faced by the schools heretofore. The tendency has been the other way. The radio and the moving pictures have tended to surface impressions rather than completeness of thinking. Here is a textbook that cannot be studied at leisure. It is not a book for "work-play" attention, but must place all emphasis on "study."

It will turn the tide completely if these publishers can induce school boards and school faculties to require students to think themselves through the "Problems of American Life" as they must do if they study this book which has been created by Joseph Irvin Arnold.

THE BOY WHO WANTED TO FLY. And Other Talks to Boys and Girls. By Arthur Bunce. Illustrated by M. T. Ross. San Francisco: Harr Wagner Publishing Company.

This book has the Lindbergh thrill in each of the thirty-six appeals to the interest of all boys, for they are reminded that Lindbergh was ten years old before he ever saw an aeroplane, and he was twenty years old before he even touched one, and every reader is thinking all the time what wonderful possibilities there may be for him by the time he is twenty.

MORE ABOUT ELLIE. By Eleanor Verdery Sloan. Illustrated by Edna Potter. Cloth. New York: E. P. Dutton and Company.

This vivid picture of a boy and girl, playmates in the country where they are given opportunities to see and do the things they like to see and do, is told by a writer of rare literary skill whose inspiration is the memory of her own visits to the country. The story is especially attractive to boys and girls from six to twelve years of age, and will be as beneficial as it is pleasing.

HUMAN BEHAVIOR. By Walter S. Hunter, Stanley Hall Professor of Genetic Psychology, Clark University. Cloth. 353 pages. Chicago: The University of Chicago Press.

Professor Hunter of Clark University is doing some important creative thinking educationally. His subject, "Human Behavior," gives no indication of the scope of his thinking. He treats "Human Behavior" as a statesman, while behavioristic psychology is usually treated from the standpoint of a salesman. He treats the science of human behavior while most writers think of it as the art of individualistic attainment of specific aims. Professor Hunter plans a campaign for the ultimate success of the war, while the behavioristic leader thinks of how to marshal his men for the emergency in which he finds himself because of the campaign which military science has developed. The student of this book will be prepared to plan for emergencies while most writers on the subject trust to their wit and cleverness in meeting the emergency.

COLLEGE OR KINDERGARTEN. By Max McCoan, dean of Leheigh University. New York: New Republic, Inc.

Whatever is issued by The New Republic in the magazine or in its books is sure to be readable. There is a sense of freedom in the writer, and one knows that he has the right to say what he thinks. We wish we had the time to read Dean McCoan's "College or Kindergarten" as carefully as we would enjoy doing, and that we had the space to print all that we would like to say about it. We have spent more time than we intended in browsing in these pages because it has not been easy to stop anywhere. We find curselves in agreement with Dean McCoan much more uniformly than we had expected to do, and there is no criticism which we have any inclination to resent.

It is thoroughly wholesome, and the author has no conceit that his opinion will make any material difference in the near future in what colleges do or fail to do. Indeed, the book commands our highest respect, and the more widely it is read the better American colleges will be.

Books Received

"Correct English." By William M. Tanner.—"Exercises and Tests in Plane Geometry." By David Eugene Smith, William David Reeve and Edward Longworth Morss. — "Little Women." By Louisa May Alcott. Boston: Ginn and Company.

"Standardization of American Poetry for School Purposes." By Lorimer Victor Cavins. Chicago: The University of Chicago Press.

"Wisconsin." By Dr. Edward A. Fitzpatrick. Milwaukee: Bruce Publishing Company.

"Principles and Methods of Junior High School Mathematics." By J. Herbert Blackhurst. New York: The Century Company.

"Home Life in History." By John Gloag and C. Thompson Walker. New York: Coward-McCann, Inc.

"An Airplane Ride." "A Story About Boats." "Grandfather's Farm." "An Engine's Story." Social Science Readers, by Helen S. Read. Illustrated by Eleanor Lee. New York: Charles Scribner's Sons.

"Extraclass and Intramural Activities in High Schools." By Alexander Crippen Roberts and Edgar Marian Draper.—"Differentiated Assignments in Classroom Management." By E. M. Paulu. New York: D. C. Heath and Company.

"The Cruise of the Kingfisher." By H. De Vere Stacpoole.—"Carolina's Toy Shop." By Rebecca Rice.—"Maine, of the Sea and Pines." By Nathan Haskell Dole and Irwin Leslie Gordon. Boston: L. C. Page and Company.

"Ways to Better Teaching in the Secondary School." By E. Clarke Fontaine.—"A Preview of Teaching." By Warren N. Drum.—"Teaching American History in the Middle Grades of the Elementary School." By Mary G. Kelty.—"Exercises and Tests on English Classics." By Mary Louise Harris. Boston: Ginn and Company.

"Roller Bears." By Edith Fox.—"Progress Tests in Latin." By B. L. Ullman and A. W. Smalley. New York: The Macmillan Company.

"The Sir Roger De Coverley Papers." By Mary A. Weaver.—"The Book of Electricity." By Bertha M. Parker. Chicago: Houghton Mifflin Company.

"Intelligence Tests." By Walter Fenno Dearborn.—"The Hygiene of Instruction." By Lawrence Augusta Averill.—"The Beginning Teacher." By John C. Almack and A. R. Land.—"Junior Citizens in Action." By W. R. and F. K. Hepner. Boston, New York: Houghton Mifflin Company.

"Fruit-Growing Projects." By Fred C. Sears.—"Living English Studies." By Ettie Lee.—"The Nature of Conduct." By P. M. Symonds —"The War Debts." By P. Dexter and J. H. Sedgwick.—"Exercices de Cowposition et de Grammaire." By M. S. Pargment. "A Teacher's Geography." By M. E. Branom. New York: The Macmillan Company.

HOLDEN BOOK COVERS

ESTABLISHED 1869

WEAR the Best — **PROTECT** the Entire Book — **INSTILL** Habits of Thrift

Promote Health — **Produce Economical Results**

THE HOLDEN PATENT BOOK COVER COMPANY

SPRINGFIELD — MILES C. HOLDEN, President — MASSACHUSETTS

GRINS BETWEEN GRINDS

Hadn't Answered.

Sandy was fishing. Donald, passing, asked: "How are the fish today, Sandy?"

"I dinna ken," said Sandy. "I've dropped 'em a line, but so far they've made nae reply."

The Ruined Cities

A young undergraduate at Harvard was asked by his professor: "What do you know of Herculaneum and Pompeii?"

"Why, sir," replied the young student, "they were two ancient cities in Italy which were unfortunately destroyed by an overflow of saliva from the Vatican."

Artful Dodger

"Yes," said one man to another, "I realize that motoring is a great thing. I used to be sluggish before the motoring craze, but now I'm spry and energetic."

"I didn't know you motored."

"I don't—I dodge."

H. C. L.

Marian—"How does my new dress look, Joe?"

Joe—"Um! It looks to me like two weeks salary."

Disliked It

"I can't get along with my wife."

"Why not?"

"All she does is ignore me."

"Ignore you?"

"Yes, and if there's anything I dislike, it's ignorance."

'Way Back

Doubtful Lady (to little girl telling a story)—"But I am sure you can't remember as far back as that! It is such a long time ago!"

Child—"Oh, yes, I can. I can remember a long way back—'way back before there was any Lindbergh."

Brains

The teacher was heartbroken over one dunce of a boy in his class until at last, to see what the boy would do, he said: "Here's two-pence, go out and ask Dr. —— to give you two pennyworth of brains."

The boy came back with a dull, disappointed look, and said to the teacher: "The doctor wouldna gie me any brains; wull I go back an' say they're for you?"—Vancouver Province.

Her Day of Rest

Aunt Florence sent little Evelyn to the store one Saturday afternoon to buy some lace. After wrapping it up the clerk said:—

"There is one and a half yards of lace at twelve cents a yard; how much does that come to?"

To which little Evelyn pertly replied:—

"Well, I'm not going to tell. I have to study arithmetic all the rest of the week and I'm not going to bother my head with it on Saturday."—Los Angeles Times.

On Saving

Sam—"Ah keeps mah money at home."

Friend—"But, my dear man, you lose the interest that way."

Sam—"No, suh. Ah don't! Ah puts away somethin' extra fo' that."

EMERSON College of Oratory

HENRY LAWRENCE SOUTHWICK, President

The largest school of Oratory, Literature and Pedagogy in America. It aims to develop in the student a knowledge of his own powers in expression, whether as a creative thinker or an interpreter. Degrees granted. Summer sessions. Catalogue and full information on application to

HARRY SEYMOUR ROSS, Dean

HUNTINGTON CHAMBERS — BOSTON, MASS.

Why Teachers' Eyes Need Care

FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.

A few drops of *Murine* Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!

Write THE MURINE COMPANY
Dept. 77, Chicago
for FREE EYE CARE BOOK

MURINE FOR YOUR EYES

TEACHERS' AGENCIES.

THE FISK TEACHERS' AGENCIES

Boston, Mass., 120 Boylston St. — Pittsburgh, Pa., 549 Union Trust Bldg.
Portland, Me., 415 Congress St. — Birmingham, Ala., 808 Title Bldg.
New York, N. Y., 225 Fifth Ave. — Kansas City, Mo., 1020 McGee St.
Syracuse, N. Y., 402 Dillaye Bldg. — Portland, Ore., 409 Journal Bldg.
Philadelphia, 1420 Chestnut St. — Los Angeles, Cal., 548 So. Spring St.

Send for circular and registration form free.

THE CARY TEACHERS' AGENCY — Our business is done by *recommendation* in answer to *direct calls* from employers.

C. WILBUR CARY, Manager, 36 Pearl St., Hartford, Conn.
ROSE E. BRADBURY, Manager, 14 Beacon St., Boston, Mass.
GEORGE H. LARRABEE, Manager, Clapp Memorial Bldg., Portland, Me.

TEACHERS WANTED for Schools and Colleges — NATIONAL TEACHERS AGENCY, Inc.

D. H. Cook, Gen. Mgr., Philadelphia, Penna.

Other Offices: Syracuse, N. Y., Cincinnati, O.; Northampton, Mass., Memphis, Tenn.; Pittsburgh, Penna.; New Haven, Conn.

THE FICKETT TEACHERS' AGENCY

Edward W. Fickett, Prop. — 8 Beacon Street, Boston
Telephone Hay. 1678. — Established 1885

THE PRATT TEACHERS' AGENCY

70 FIFTH AVENUE, NEW YORK

Recommends college and normal school graduates, specialists, and other teachers to colleges, public and private schools in all parts of the country. Advises parents about schools

JOURNAL MAIL BAG

Sick Leave for Teachers

While the school teacher is given credit for taking better care of her health than the average person, she is human, and being subject to the ills of life, sometimes requires sick leave.

According to School Life, published by the Bureau of Education of the United States Department of the Interior, there is no other detail of public school administration in which there is such a variety and such extremes of practice as in the matter of sick leave.

In some schools there is no provision whatsoever made for a teacher's sick leave other than the filling of her place with a substitute whom the absent teacher pays for out of her salary. On the other hand, some schools allow almost unlimited leave without deductions from salary. There are leaves granted at full pay, half pay and one-third pay; there are allowances at full pay for a certain number of days, and half pay afterwards; there is full pay for 2 days, 5 days, 10 days, 15 days, 20 days, 30 days, and 60 days.

Of 163 cities of more than 30,000 population reporting to the Bureau of Education, about one-half allow at least ten days' sick leave annually at full pay, and two-thirds allow at least five days. Nine of these cities grant twenty days or more at full pay.

The sickness of teachers is ordinarily brief; the average number of days of all teachers on account of sickness is only about three and a half days. Many teachers have no sick leave, and very few have prolonged leave.

It is undoubtedly with the idea in mind of providing for increased length of illness in later life, and also of rewarding the teacher for length of service, that the method of cumulative allowance was adopted. In this country the schools using this method are comparatively few. A good example of this plan is that of Denver, Colo., where the sick leave begins at five days and is cumulative in the same amount annually up to sixty days in the twelfth year of service.

As the length of illness is so extremely variable, no conceivable scale of days, cumulative or non-cumulative, can be made to fit all cases; however, a cumulative scheme would seem to fit more cases and has the advantage of giving the teacher an encouraging outlook for sickness allowance as time goes on.

Relation of Outside Agencies

Dr. Edwin C. Broome, superintendent of schools at Philadelphia, has been appointed by President Uel W. Lamkin of the National Education Association as chairman of the committee of ten to investigate the use in schools of materials provided by outside agencies or organizations.

The purpose of the committee will be to constructively study the question of how schools may bring themselves into closer touch with everyday life through proper use of the vast amount of material which various organizations and agencies now have available for school use. The committee will also state the principles which should guide school officials and teachers in using such material so that children may be protected from one-sided viewpoints and from exploitation for commercial advertising purposes.

The committee will study the question as it concerns all schools and all business and educational organizations, rather than confining itself to particular institutions or organizations.

Dr. Broome, who has accepted President Lamkin's appointment as chairman of this important committee, rendered outstanding service to the Department of Superintendence of the National Education Association by serving for four years as chairman of the Department's Commission on Curriculum. This commission, which completed its work last February, was responsible for the publication of four yearbooks on curriculum study, and its study has resulted in the present nation-wide interest in the development of better courses of study for the public schools.

The committee was authorized by the Association's Board of Directors at Minneapolis last July, in the following resolution:—

"Resolved, That the Board of Directors condemn the policy and efforts of agencies to put propaganda into the schools, and hereby authorize the president of the Association to appoint a committee of ten to prepare a report for the meeting of the Association in 1929 on the following points: (1) What principles of school administration should guide school authorities, and what principles of school procedure should guide teachers in handling material which might be classed as propaganda; and (2) What machinery, if any, needs to be set up on a local, state, or national basis to serve as a protection to individual school officers and teachers."

The committee will begin its work immediately upon the completion of the appointments.

Health a Necessity

By Georgie B. Collins,
Rochester, N. Y.

Health work should be counted among the necessities in every family. Teachers in the public schools can do more to forward this attitude than any other agent. The mass of teachers in service have not acquired in their training a knowledge of child hygiene, but the nurse, physician or health education worker should supply teachers with facts concerning common physical defects, their effect upon growth and health and the advantages which are obtained through correction.

In Malden, Massachusetts, a manufacturing city of something over 50,000, with an elementary school population of about 6,000, very few children in the public schools would have dentistry done except for the stimulation brought to them by activities in school. At the end of one year's survey, which brought out conditions and showed how they could be remedied, nineteen hundred more children than the previous year had clean teeth. Three hundred and sixty more children had dentistry completed.

The Board of Health runs a dental clinic with one dentist working four mornings a week. He does cleaning, filling of temporary teeth and extraction. There is no other clinic work. Thus these increases were attained by every-day educational work and show what can be done even with small clinical aid.

Meetings To Be Held

1929

FEBRUARY.

20: Massachusetts Teachers Federation, Stanley R. Oldham, 15 Ashburton Place, Boston, Mass.

APRIL

11-13: Association of Deans and Advisers of Men, Dean H. G. Doyle, George Washington University, Wasnington, D. C.; Washington, D. C.

Wm. B. ITTNER, Inc.
ARCHITECTS
A record of achievement.
430 Schools in
105 Cities and Towns in
28 States
St. Louis, Mo.

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning
172 Tremont St., Boston, Mass.

TEACHERS' AGENCIES.

BARDEEN - UNION TEACHERS AGENCY
PERSONAL ACQUAINTANCE DISCRIMINATING SELECTION
CAREFUL RECOMMENDATION
FREE REGISTRATION
PROMPT AND CAREFUL RESPONSE TO INQUIRIES
BARDEEN-UNION TEACHERS AGENCY
301-303 East Washington Street, Syracuse, N. Y.

ALBERT TEACHERS' AGENCY
43RD YEAR
25 E. Jackson Blvd., Chicago
535 Fifth Avenue, New York
Peyton Bldg., Spokane, Wn.
York Rite Temple, Wichita, Kansas
TEACHERS WANTED for positions in Public Schools, Private Schools, Colleges, Universities, State Normal Schools, etc. Best schools our clients. Send for booklet "Teaching as a Business."

AMERICAN and FOREIGN TEACHERS' AGENCY introduces to Colleges, Schools and Families, superior Professors, Principals, Assistants, Tutors and Governesses, for every department of instruction; recommends good Schools to parents. Call on or address
Mrs. M. J. YOUNG-FULTON, 19 West 44th Street, New York

KELLOGG'S AGENCY recommends teachers and has filled hundreds of high grade positions (up to $5,000) with excellent teachers. Established 1889. No charge to employers, none for registration. If you need a teacher for any desirable place, or know where a teacher may be wanted, address Kellogg's Teachers' Agency, 31 Union Square, New York.

The Corlew Teachers' Agency
GRACE M. ABBOTT, MANAGER
120 BOYLSTON STREET, BOSTON
Member of National Association of Teachers' Agencies

WILLARD W. ANDREWS, Pres. F. WAYLAND BAILEY, Secy.
ALBANY TEACHERS' AGENCY, Inc.
Supplies Schools and Colleges with Competent Teachers
Assists Teachers in Obtaining Positions
We receive calls for teachers from every state in the Union and can certainly be of service to those who wish to teach and WHO ARE QUALIFIED TO DO GOOD WORK.
74 CHAPEL STREET, ALBANY, N. Y.
SEND FOR CIRCULARS

WINSHIP TEACHERS' AGENCY
ALVIN F. PEASE, Manager
6 Beacon St. . . . Boston, Mass.
Long Distance Telephones
Office and Residence
PROMPT! COURTEOUS! FAIR!
Member of National Association of Teachers' Agencies